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## ABSTRACT

The Objective-Item Bank presented covers 16 sections of four subject areas in each of four grade levels. The four areas are: Language Arts, Math, Social Studies, and Science. The four grade levels are: Primary, Intermediate, Junior High, and High School. The Objective-Item Bank provides school administrators with an initial starting point for curriculum development and with the instrumentation for program evaluation, and offers a mechanism to assist teachers in stating more specifically the goals of their instructional program. In addition, it provides the means to determine the extent to which the objectives are accomplished. This document presents the Objective Item Bank for junior high school language arts. (CK)

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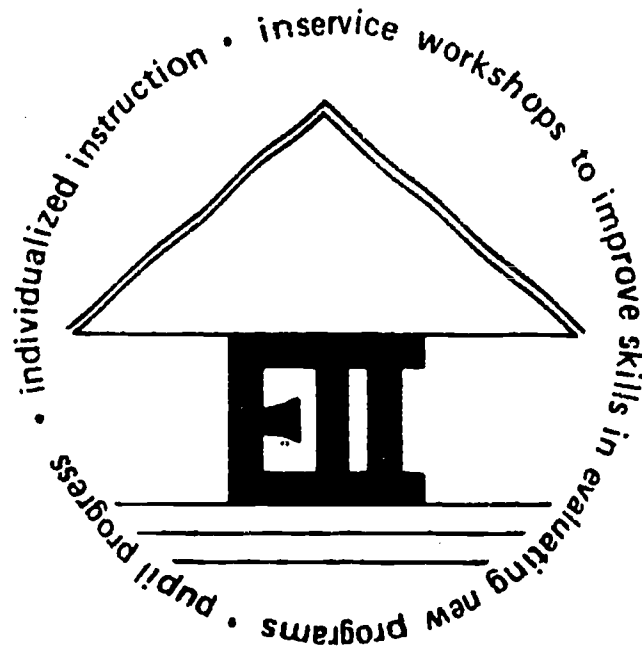
# JUNIOR HIGH LANGUAGE ARTS BEHAVIORAL OBJECTIVES AND TEST ITEMS

## EVALUATION FOR INDIVIDUALIZED INSTRUCTION

A Title III ESEA project  
administered by  
Downers Grove, Illinois  
School District 99

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
OFFICE OF EDUCATION

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	Lang. Arts	Math.	Soc. Stud.	Science
Primary				
Intermediate				
Junior High	X			
High School				

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# JUNIOR HIGH LANGUAGE ARTS

## BEHAVIORAL OBJECTIVES AND TEST ITEMS



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Evaluation for Individualized Instruction Project  
AN ESEA TITLE III PROJECT

Administered

by

Downers Grove Public School District 99

## BEHAVIORAL OBJECTIVE - TEST ITEM BANK

### BACKGROUND

The Evaluation for Individualized Instruction Project, an ESEA Title III project administered by the Downers Grove, Illinois, School District 99, has developed an Objective-Item Bank covering sixteen sectors of four subject areas in each of four grade levels.

Subject Area				
	LA	MA	SS	SC
1	11	12	13	14
2	21	22	23	24
3	31	32	33	34
4	41	42	43	44

LA = Language Arts  
MA = Math  
SS = Social Studies  
SC = Science

1 = Primary  
2 = Intermediate  
3 = Junior High  
4 = High School

Nearly 5000 behavioral objectives and over 27,000 test items based on these objectives were recently published as the culmination of this three-year project. The complete output of seventeen volumes totals over 4500 pages. These publications have been reproduced by the Institute for Educational Research to make them available at cost to teachers and administrators.

The objectives and items were written by over 300 elementary and secondary teachers, representing forty Chicago suburban school districts, who participated in workshops of three to nine weeks duration throughout the project. In these workshops they learned to write effective behavioral objectives and test items based on the objectives. The results of their work were edited for content and measurement quality to compile the largest pool of objectives and test items ever assembled.

### PRINCIPLES AND MERITS

Unfortunately, the Objective-Item Bank is often viewed mainly as a source of test items. Although this is an important function, its greatest potential impact lies not in the availability of a multitude of test items, but rather in the ability of these items to measure carefully selected educational goals.

The almost frenetic search for test items on the part of some educators has been spurred by the current emphasis on measurement. Some educators have become so enamored with measurement that they seem more interested in obtaining a numerical index than examining what they are really trying to measure. Further, it is



not unusual for teachers to speak about a child obtaining a score of 95% on a particular test. Frequently, they encounter considerable difficulty in interpreting the real meaning of a score and are content to just accept its numeral value. A much more important question would seem to be: What are our goals of measurement? Unless we can answer this question precisely, the only real purpose that testing serves is to gather data concerning pupils to facilitate the marking of report cards. This is not to say that this function is not legitimate - it is rather to say that such a view of measurement is much too constricting. The goal of measurement should be to provide feedback both to the teacher and the child regarding the success or failure of the learning experiences in realizing specifically stated objectives.

One of the main strengths of the EII Objective and Item Bank is that all the items are directly tied to specifically stated objectives. Each group of items is designed to measure a specific objective and therefore provides the means whereby the teacher can obtain feedback on the success of the educational program.

It is disheartening to observe so many districts attacking the complex problem of curriculum development independently. One cannot help reflecting on the mammoth duplication of efforts involved. The Objective-Item Bank offers a possible alternative to this duplication. Utilizing its resources, the curriculum committee is provided with some point of departure. The efforts of three hundred teachers participating in the Evaluation Project's workshops and the thoughts of forty districts can be evaluated and utilized. This is not to suggest that any set of objectives should be viewed as the "answer" to an individual district's curricular problem but rather the efforts of others offer a convenient point of departure and may serve to stimulate diverse opinions about the direction of curricular thrust within the individual district. The words of Sir Isaac Newton seem appropriate; "If I have seen further, it is by standing upon the shoulder of giants." The efforts of others, whether we consider them giant-like or pygmyish, do offer a threshold to view the immense, complicated problem of curricular development in better perspective.

The title of an article in a recent educational journal, "If You're Not Sure Where You're Going, You're Liable to End up Somewhere Else," succinctly describes a continuing dilemma in our educational system. The vagueness of our goals often promotes the idea that "anything goes." Without a guiding beacon many classrooms become activity-centered rather than goal-oriented. One educator recently compared the all-too-typical classroom with Henry Ford's observation concerning history. He defined history as, "One damned thing after another." Is this true of the succession of activities within our classrooms? Does the teacher really know the educational purpose of each activity? Perhaps, even more importantly, do the children know the purpose?

The Objective-Item Bank offers a mechanism to assist teachers in stating more specifically the goals of their instructional program and further provides the means to determine the extent to which the objectives are accomplished. The specification of goals assists the teacher in discovering whether favored activities advance learning, or are merely time fillers; whether they get the "materials" across, or are merely perfunctory exercises.

Much discussion has been devoted to the topic of "why individualized instruction?" and occasionally some dialogue has even centered on the "how." But an even more basic question is one that is often ignored: "Individualize what?"

Many school districts mention their individualized programs in reading or mathematics. What is individualized within these programs? Are certain skills definitely identified? Is the practice of pretesting to determine the child's level of proficiency when he enters the program a guideline?

The Objective-Item Bank has two potential contributions to make to all school districts embarking on or presently engaged in individualized instruction programs. These contributions are: 1. A group of well-specified objectives which could form the "what" of the program. 2. A set of items designed to provide information on the degree of mastery of the objective.

#### APPLICATIONS AND TECHNIQUES

The versatility of the Objective-Item Bank is evident in the value and usability by both teachers and administrators.

To the Administration the Objective-Item Bank:

1. Provides an initial starting point for curriculum development. The existence of many objectives avoids the necessity of each district duplicating the efforts of another. The task of the curriculum committee becomes one of selecting and/or rejecting objectives from the Objective - Item Bank and then supplementing them with objectives developed at the local level. Past-participants of the Evaluation Project workshops would be valuable resource people in this endeavor.
2. Provides the instrumentation for program evaluation. The selection of items from those objectives representative of the main emphases of the local district provides the framework for the evaluation of the stated goals.

To the Teacher the Objective-Item Bank:

1. Provides the pooling of talent and imagination of teachers of varied experience and interests, thus avoiding the present duplication of effort.
2. Provides resources for more highly sensitized program evaluation instead of a battery of standardized tests. Since the objectives are tailored to the program, the associated test items can be used to determine precisely the efficacy of the instructional materials.
3. Provides the means whereby the teacher can become more acutely aware of that which he is seeking to have occur in his classroom and that which he will accept as evidence of its occurrence. Hopefully, as teachers become more aware of their goals, they will share these

objectives with children and let the pupils become acutely aware of that which is expected of them, ergo allowing them to seek their own modality of instruction for the realization of the stated goals.

4. Provides the nucleus of an individualized instruction program.

- a. It provides for more precise curriculum planning by differentiating those goals specific to each grade and even to each student. With the bank at their disposal, teachers are encouraged to become aware of their responsibilities in developing a set of basic objectives which every child must attain and a further set which can be pursued according to the students' abilities and interests.
- b. It provides several items per objective, some of which may be used as a pre-test to discover whether a student should undertake that objective while the remainder may be employed to measure the mastery of those students who do tackle the objective.

NOTES

Several of the volumes have been reproduced from punched cards by the IBM 407, a machine which does not print all characters exactly as they appear on a typewriter. Thus:

% is actually (

□ is actually )

0 is actually ? or !

Apostrophes cannot be printed.

The number immediately after the statement of each objective represents the number of items measuring attainment of that objective.

Information on the EII publications or purchase requests can be directed to:

INSTITUTE FOR EDUCATIONAL RESEARCH  
1400 West Maple Avenue  
Downers Grove, Illinois 60515

### NOTES TO USERS:

Even though the objectives and test questions included here have undergone numerous editings and proof readings, it is likely that a small number of errors still exist.

If any user reports an error (an incorrect answer, a misspelled word, etc.), the staff will be pleased to compile an errata sheet and make the necessary corrections for all subsequent printings.

In addition:

1. The number immediately after the statement of each objective represents the number of items measuring attainment of that objective.
2. The IBM 407 we used does not print all characters exactly as they appear on a typewriter; thus,

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0 is actually ? or !

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# JUNIOR HIGH LANGUAGE ARTS

## COMMUNICATIONS

THE STUDENT WILL ANALYZE A GIVEN PARAGRAPH IN TERMS OF ITS ORGANIZATION %ORDER OF CHRONOLOGY, IMPORTANCE, OR LOCATION%. HE WILL DEMONSTRATE HIS ABILITY TO ANALYZE BY CHOOSING THE METHOD USED FOR OBTAINING COHERENCE IN THE SELECTION. %3%

0002

### DIRECTIONS

2

ANALYZE EACH PARAGRAPH BELOW AND INDICATE WHETHER IT IS ORGANIZED IN ORDER OF - CHRONOLOGY, IMPORTANCE, OR LOCATION.

GLANCING AROUND A LITTLE LEAGUE BALL PARK, ONE CAN OFTEN OBSERVE MANY MOODS. AT THE CENTER OF THE FIELD THE PITCHER, EXHIBITING AN AIR OF CONFIDENCE, EYES THE BATTER. SCATTERED BEHIND HIM HIS TEAM-MATES ANXIOUSLY WAIT, HANDS ON KNEES. THE BATTER, CONSUMED WITH CONCENTRATION, GRIPS THE BAT TIGHTER. AWAITING THEIR TURN, PLAYERS ON THE BENCH RANGE IN MOOD FROM DEJECTION TO EXHILARATION. FROM BEHIND THE FENCE, UNDIGNIFIED SOUNDS ISSUING FROM CONCERNED MOTHERS ASSURE ONE THAT A FEELING OF ANXIETY EXISTS THERE, ALSO.

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- A. ORDER OF CHRONOLOGY
- B. ORDER OF IMPORTANCE
- \*C. ORDER OF LOCATION

DURING THE 1840 S AND 50 S, THE UNITED STATES EXPANDED ITS BOUNDARY FROM THE ROCKY MOUNTAINS TO THE PACIFIC OCEAN. THE WILLAMETTE VALLEY RECEIVED THOUSANDS OF PIONEERS WHO HAD FOLLOWED THE OREGON TRAIL. INFLUENCE OF THE UNITED STATES WAS FIRST FELT IN THE MEXICAN PROVINCE OF CALIFORNIA THROUGH TRADERS AND RANCHERS. IN 1846, GREAT BRITAIN AND THE UNITED STATES AGREED TO DIVIDE THE OREGON COUNTRY. TEXAS WAS ANNEXED. WAR WITH MEXICO ADDED A LARGE AREA WEST OF TEXAS. THE GADSDEN PURCHASE COMPLETED THE SOUTHWEST EXPANSION IN 1853.

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- \*A. ORDER OF CHRONOLOGY
- B. ORDER OF IMPORTANCE
- C. ORDER OF LOCATION

LEFT HANDED PEOPLE SUFFER GRAVE DISADVANTAGES IN OUR SOCIETY. DISCRIMINATION IN THE SUPPLY OF SPORTS EQUIPMENT IS OBVIOUS WHEN ONE NOTES THE LIMITED STYLES OF GOLF CLUBS FROM WHICH A LEFT HANDED PERSON CAN CHOOSE. MORE IMPORTANT, THE EDUCATIONAL SYSTEM OF OUR COUNTRY PROVIDES ONLY RIGHT HANDED PENCIL SHARPENERS AND OCCASIONALLY ONLY RIGHT HANDED DESKS. SINCE FOOD AND DRINK ARE ESSENTIALS FOR THE THE BODY, ONE WOULD EXPECT IN THIS MOST IMPORTANT AREA TO FIND EQUALITY. BUT EVEN HERE, GRAVY LADLES ENCOURAGE CONSUMPTION OF GRAVY ONLY BY RIGHT HANDERS, AND THE PHYSICAL CONTORTIONS A LEFT HANDER EXHIBITS AT A DRINKING FOUNTAIN ARE UNREASONABLE.

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- A. ORDER OF CHRONOLOGY
- \*B. ORDER OF IMPORTANCE
- C. ORDER OF LOCATION

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THE STUDENT WILL SHOW UNDERSTANDING OF PARAGRAPH DEVELOPMENT BY PLACING IN ORDER THE SCRAMBLED SENTENCES OF A GIVEN PARAGRAPH.

0083

THESE SENTENCES ARE IN A SCRAMBLED ORDER. READ THEM CAREFULLY AND DECIDE WHAT WOULD BE THE \*BEST ORDER\* IN WHICH TO PUT THEM TO FORM A WELL-ORGANIZED PARAGRAPH. USE \*NONE\* TO SHOW THAT NO SENTENCE FOLLOWS YOUR LAST ONE.

0071

- A. AS A RESULT THE TOPSOIL WAS LEFT TO THE MERCY OF THE WIND AND WATER.
- B. WHEN LARGE AREAS OF OUR COUNTRY WERE CLEARED TO MAKE FARMS, THE LAND LOST MUCH OF ITS TOPSOIL.
- C. GREAT AMOUNTS OF IT WERE BLOWN, WORN, AND FLOATED AWAY.
- D. TODAY, HOWEVER, WE ARE BEGINNING TO REALIZE THAT IT IS OF UTMOST IMPORTANCE TO CONSERVE THE TOPSOIL WE HAVE LEFT.
- E. NONE

WHICH SENTENCE DID YOU LIST *FIRST*O *B	3100491
WHICH SENTENCE DID YOU LIST *AFTER SENTENCE A*O *D	3100492
WHICH SENTENCE DID YOU LIST *AFTER SENTENCE B*O *C	3100493
WHICH SENTENCE DID YOU LIST *AFTER SENTENCE C*O *A	3100494
WHICH SENTENCE DID YOU LIST *AFTER SENTENCE D*O *E	3100495

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THE STUDENT WILL ANALYZE GIVEN PARAGRAPHS IN ORDER TO CHOOSE FROM A GIVEN LIST OF POSSIBILITIES THE METHOD USED BY THE AUTHOR TO OBTAIN UNITY. %4D	0092
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DIRECTIONS - IN EACH PARAGRAPH A DIFFERENT METHOD IS USED TO OBTAIN UNITY. DECIDE WHICH METHOD IS USED, AND MARK YOUR ANSWER IN THE SPACES PROVIDED.	0073
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GRAFT AND INTRIGUE SWIRLED AROUND HEADQUARTERS. GENERAL CASTRILLON MANAGED TO LEND HIS OWN MONEY AT FOUR PER CENT A MONTH. GENERAL GAONA CORNFRED SUPPLIES ALONG THE ROUTE AND SOLD THEM AT 100 PER CENT PROFIT. COLONEL RICARDO DROMUNDO...NEVER TRIED TO ACCOUNT FOR THE MONEY GIVEN TO HIM FOR PROVISIONS.	3100549
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IN THIS PARAGRAPH UNITY IS OBTAINED BY THE USE OF	3100549
A. DETAILS.	3100549
*B. FACTS.	3100549
C. REASONS.	3100549
D. AN INCIDENT.	3100549
E. EXAMPLES.	3100549

ANNABELLE, MY PET TURTLE, IS FOND OF LETTUCE AND ENJOYS IT EVERY DAY. ONE DAY MY MOTHER GAVE HER PARSLEY INSTEAD, BECAUSE SHE WAS OUT OF LETTUCE. ANNABELLE SNIFFED AT IT DISTAINFULLY, AND IMMEDIATELY WITHDREW INTO HER SHELL. SHE CERTAINLY HAS A DISCRIMINATING TASTE.	3100550
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IN THIS PARAGRAPH UNITY IS OBTAINED BY THE USE OF	3100550
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|------------------|---------|
| A. DETAILS.      | 3100550 |
| B. FACTS.        | 3100550 |
| C. REASONS.      | 3100550 |
| *D. AN INCIDENT. | 3100550 |
| E. EXAMPLES.     | 3100550 |

IN A COLD WINTER MORNING WHAT IS SO GOOD AS A BREAKFAST OF HOT	3100551
BUCKWHEAT PANCAKES SWIMMING IN BUTTER AND MAPLE SYRUP. IN	3100551
SUMMER I RELISH A DISH OF RED RASPBERRIES OR A COOL SLICE OF PALE	3100551
GREEN MFLON. AND HOW ABOUT A HAMBURGER WITH ALL THE TRIMMINGS	3100551
AFTER A CRISP AFTERNOON AT THE GAME IN THE FALL. BUT THE HEIGHT	3100551
OF GASTRONOMICAL EXCELLENCE IS SURELY REACHED WITH THE FIRST	3100551
ASPARAGUS AND STRAWBERRIES IN THE SPRING. I MUST CONFESS THAT I	3100551
HAVE FAVORITE FOODS FOR ALL SEASONS OF THE YEAR.	3100551

IN THIS PARAGRAPH UNITY IS OBTAINED BY THE USE OF	3100551
A. DETAILS.	3100551
B. FACTS.	3100551
C. REASONS.	3100551
D. AN INCIDENT.	3100551
*E. EXAMPLES.	3100551

HE WAS A PATHETIC FIGURE AS HE WALKED INTO THE ROOM. HIS SMALL	0552
BODY WAS ENCASED IN A WORN-OUT SUIT THREE SIZES TOO LARGE. THERE	3100552
WERE TRACES OF JAM AROUND HIS MOUTH AND ON HIS NOSE. WISTFULLY	2100552
HIS GREAT DARK EYES LOOKED INTO MINE AS HE WATCHED ME APPROACH	3100552
HIM.	3100552

IN THIS PARAGRAPH UNITY IS OBTAINED BY THE USE OF	3100552
*A. DETAILS.	3100552
B. FACTS.	3100552
C. REASONS.	3100552
D. AN INCIDENT.	3100552
E. EXAMPLES.	3100552

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THE STUDENT WILL SHOW HIS COMPREHENSION OF CORRECT PARAGRAPH FORM	0033
BY IDENTIFYING THE CORRECTLY WRITTEN PARAGRAPH FROM THE SET	
BELOW. %]□	

READ THE PARAGRAPHS BELOW AND ANSWER EACH QUESTION.	0028
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1. ONE OF THE OLDEST AND MOST COMMON OF THE HUMAN QUALITIES IS THAT OF WANTING ANIMALS AS PETS. ALTHOUGH WE THINK OF CHILDREN AS THE PERSONS WHO DESIRE AND NEED PETS, MOST OLDER PERSONS ALSO LOVE PETS. THOSE WHO LOSE A PET ARE OFTEN VERY SAD UNTIL THEY GET ANOTHER, OR UNTIL THEY BECOME ACCUSTOMED TO BEING WITHOUT A PET. A SMALL CHILD WILL HUG HIS TOY DOG AND LOVE IT, BUT HE WILL GLADLY EXCHANGE IT FOR A PET.

2. THOSE WHO LOSE A PET ARE OFTEN VERY SAD UNTIL THEY GET ANOTHER, OR UNTIL THEY BECOME ACCUSTOMED TO BEING WITHOUT A PET. CHILDREN AT AN EARLY AGE LEARN TO LOVE PETS. ONE OF THE OLDEST AND MOST COMMON OF THE HUMAN QUALITIES IS THAT OF WANTING ANIMALS AS PETS. ALTHOUGH WE THINK OF CHILDREN AS THE PERSONS WHO DESIRE AND NEED PETS, MOST OLDER PERSONS ALSO LOVE PETS. A SMALL CHILD WILL HUG HIS TOY DOG AND LOVE IT, BUT HE WILL GLADLY EXCHANGE IT FOR A LIVE PET.

3. ONE OF THE OLDEST AND MOST COMMON OF THE HUMAN QUALITIES IS THAT OF WANTING ANIMALS AS PETS. CHILDREN AT AN EARLY AGE LEARN TO LOVE PETS. A SMALL CHILD WILL HUG HIS TOY AND LOVE IT, BUT HE WILL GLADLY EXCHANGE IT FOR A LIVE PET. ALTHOUGH WE THINK OF CHILDREN AS THE PERSONS WHO MOST DESIRE AND NEED PETS, MOST OLDER PERSONS ALSO LOVE PETS. THOSE WHO LOSE A PET ARE OFTEN VERY SAD UNTIL THEY GET ANOTHER, OR UNTIL THEY BECOME ACCUSTOMED TO BEING WITHOUT A PET.

WHICH OF THE ABOVE PARAGRAPHS ILLUSTRATES UNITY IN A PARAGRAPH?  
 A. PARAGRAPH 1  
 B. PARAGRAPH 2  
 \*C. PARAGRAPH 3

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AFTER PROOF READING A PARAGRAPH, THE STUDENT WILL BE ABLE TO ANALYZE THE SENTENCES AND CATEGORIZE THEM AS RAMBLING, CHOPPY, FRAGMENTED, OR WELL-WRITTEN SENTENCES. %6

0037

DIRECTIONS  
 FOR EACH SENTENCE IN THE PARAGRAPH BELOW, CHOOSE ONE OF THE FOLLOWING RESPONSES.

32

- A. RAMBLING SENTENCE
- B. CHOPPY SENTENCE
- C. FRAGMENTED SENTENCE
- D. WELL-WRITTEN SENTENCE

1. OUR ENGLISH LANGUAGE MAKES IT POSSIBLE FOR US TO SAY MANY THINGS IN DIFFERENT WAYS AND MANY TIMES WE DO NOT TAKE ADVANTAGE OF LEARNING THE VARIOUS TECHNIQUES THAT ARE AVAILABLE TO US AND THIS IS A FAULT THAT SHOULD BE CHANGED. 2. WE HAVE A HABIT OF USING THE SHORT WAY OF SAYING THINGS, WHEN IT MAKES OUR MEANING CLEAR. 3. HIS IMPORTANT STATEMENTS CLEARLY STATED. 4. SENTENCES DO NOT HAVE TO BE LONG TO BE CLEARLY STATED. 5. TAKE IT FROM HERE. 6. PEOPLE SHOULD TAKE ADVANTAGE OF ALL THE VARIOUS MATERIALS THAT ARE AVAILABLE TO IMPROVE OUR LANGUAGE SKILLS.

SENTENCE 1. \*A  
 SENTENCE 2. \*D  
 SENTENCE 3. \*C  
 SENTENCE 4. \*D  
 SENTENCE 5. \*B  
 SENTENCE 6. \*D

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THE STUDENT WILL ANALYZE A GIVEN INCOMPLETE PARAGRAPH TO DETERMINE THE MAIN IDEA OF THE PARAGRAPH AND CHOOSE FROM AMONG ALTERNATIVE TOPIC SENTENCES THE ONE THAT CONTAINS THE CONTROLLING IDEA FOR THE GIVEN PARAGRAPH. %1

0004

DIRECTIONS  
 SELECT THE TOPIC SENTENCE THAT CONTAINS THE CONTROLLING IDEA OF

4



THE INCOMPLETE PARAGRAPH BELOW.

VOTING WAS A PRIVILEGE EXTENDED TO COLONISTS WHO OWNED HOMES, BUT ONLY IF THEY ATTENDED THE CONGREGATIONAL CHURCH. PEOPLE WHO FAILED TO GO TO CHURCH WERE FINED OR PUNISHED IN SOME OTHER WAY. THOSE WITH DIFFERENT RELIGIOUS VIEWS WERE NOT ALLOWED TO START THEIR OWN CHURCHES.

A. LIFE IN THE COLONIES WAS TRYING IN MANY WAYS.  
B. HOME OWNERS OF TODAY WOULD CRITICIZE COLONIAL VOTING RULES.  
C. RELIGIOUS FREEDOM IS ONE OF OUR INHERENT RIGHTS.  
\*D. COLONISTS WERE NOT ALLOWED THE FREEDOM OF RELIGION.

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THE STUDENT WILL SHOW UNDERSTANDING OF THE MAIN IDEA OF A GIVEN PARAGRAPH BY SELECTING THE MAIN IDEA FROM A LIST OF CHOICES. %10 0034

READ THE PARAGRAPH AND ANSWER THE QUESTION BELOW. 0029

ILLUSTRATION - 1. WHEN YOU SPEAK OR WRITE, YOU WANT TO EXPRESS YOUR IDEAS IN A CLEAR AND INTERESTING WAY.  
2. IDEAS MAY BE EXPRESSED IN WORDS, PHRASES, AND SENTENCES. 3. YOU HAVE LEARNED THAT PHRASES ARE OFTEN USED TO MODIFY THE SIMPLE SUBJECT OR THE PREDICATE VERB OF THE SENTENCE. 4. SUCH MODIFIERS ADD INTEREST TO SENTENCES.

THE RESPONSE THAT BEST IDENTIFIES THE MAIN IDEA IN THE ABOVE PARAGRAPH IS

A. USING PHRASES THAT MODIFY SIMPLE SUBJECTS OR PREDICATE VERBS OF SENTENCES.  
B. EXPRESSING IDEAS IN WORDS, PHRASES, AND SENTENCES.  
C. ADDING MODIFIERS TO MAKE SENTENCES INTERESTING.  
\*D. EXPRESSING YOUR IDEAS IN A CLEAR AND INTERESTING WAY.

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THE STUDENT CAN ANALYZE A GIVEN STATEMENT AND SELECT FROM AMONG ALTERNATIVES THE MAIN IDEA OF THE STATEMENT. %30 0072

#### DIRECTIONS

CHOOSE THE GROUP OF WORDS WHICH \*BEST\* EXPRESSES THE MAIN IDEA IN EACH SENTENCES BELOW. 0061

THE MAJOR CAUSE OF THE UNDESIRABLE BEHAVIOR OF THE STUDENT BODY AT THE NOON HOUR IS THE RECENTLY SHORTENED LUNCHEON PERIOD.

A. HIRING OF A NEW LUNCH-ROOM ATTENDANT  
B. RECENT CIVIL DISORDERS  
C. SHORTENED MENUS  
\*D. INADEQUATE LUNCH PERIOD  
E. PHYSICAL EDUCATION PERIOD SHORTENED

A WALL OF FLAMING GASOLINE, EXTENDING HUNDREDS OF FEET IN LENGTH, TURNED THE BLOCK INTO A FIERY FURNACE.

A. A GASOLINE TRUCK  
B. BURNING GASOLINE  
C. CITY BLOCK  
D. BRICK WALL  
E. QUIET CITY BLOCK

THE MASTERPIECES OF FRENCH PAINTING HANGING IN HER PARLOR USED TO HANG IN PARIS, FRANCE.

- A. FRENCHMEN
- B. FRENCH HOMES
- \*C. ARTISTS WORK
- D. PARIS, FRANCE

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THE STUDENT WILL SELECT THE SENTENCE THAT CONTAINS THE MAIN TOPIC OF A PARAGRAPH AS BASED ON HIS COMPREHENSION OF TOPIC SENTENCE.

0130

%30

DIRECTIONS - READ THE FOLLOWING PARAGRAPHS AND SELECT THE MAIN IDEA MOST APPROPRIATE FOR THE SELECTIONS.

0113

WATER IS NATURE'S MOST USEFUL GIFT TO MAN. IT QUENCHES HIS THIRST AND COOKS HIS FOOD. IT PUTS OUT HIS FIRES AND, AS A LIQUID OR ICE, COOLS HIM DURING HOT WEATHER. IT PROVIDES HIM WITH POWER, CLEANS HIS CLOTHING, AND PERMITS HIM TO ENJOY MANY SPORTS.

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- A. WATER IS USED TO SATISFY MAN'S HUNGER.
- B. MAN CANNOT LIVE WITHOUT FOOD AND DRINK.
- \*C. WATER IS NATURE'S MOST USEFUL GIFT TO MAN.
- D. MAN USES WATER FOR RECREATION AND FOOD.

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THE FIRST AUTOMOBILE WAS VERY STRANGE LOOKING. IT WAS OPEN ON ALL SIDES. IT LOOKED VERY MUCH LIKE A CARRIAGE. WITH MUCH NOISE AND MANY JERKS, IT MOVED SLOWLY AND AWKWARDLY.

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- A. EARLY AUTOMOBILES MADE LOTS OF NOISE.
- B. THE FIRST CARS WERE ENJOYED BY THE PEOPLE USING THEM.
- \*C. THE FIRST AUTOMOBILE LOOKED STRANGE.
- D. AUTOMOBILES WERE TOO CLUMSY AND AWKWARD TO BE USED BY THE PEOPLE.

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IN THE LITTLE HONEY-LOVIN' SUBURB OF SUGAR CREEK, JOHN SMITH FOUND HAPPINESS. EVERY DAY HE BEGAN HIS THING WITH A SMILE ON HIS PUSS AND A FEW COINS IN HIS BELL BOTTOMS. HE SELDOM MISSED HIS MORNING SNACK WITHOUT GIVING FORTH A THANKFUL YAK. OUR JOHNNIE WAS LIKED BY EVERYONE BECAUSE HE WAS IN.

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- A. JOHN ATE A GOOD MEAL.
- \*B. JOHN SMITH FOUND HAPPINESS.
- C. EVERYONE LIKED JOHN SMITH.
- D. MONEY AND HAPPINESS WAS JOHN'S.

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GIVEN AN INCOMPLETE PARAGRAPH, THE STUDENT WILL DEMONSTRATE HIS ABILITY TO APPLY THE CRITERIA FOR A TOPIC SENTENCE BY SELECTING FROM AMONG ALTERNATIVES THE TOPIC SENTENCE WHICH COMPLETES THAT PARAGRAPH. %20

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DIRECTIONS

THE PARAGRAPH BELOW LACKS A TOPIC SENTENCE. CHOOSE FROM THE SENTENCES THAT FOLLOW IT THE ONE WHICH SHOULD SERVE AS THE TOPIC SENTENCE.

74

ONE ASTRONAUT COMPLETED HIS DAILY QUOTA OF PUSHUPS ON THE

3100001

[illegible]

- A. BEFORE A TELEVISION CAMERA, AN ASTRONAUT IN SPACE ENTER-  
TAINED US BY SUSPENDING HIS FLASHLIGHT IN MID AIR.
- \*B. TO THE DELIGHT OF EARTH BOUND TELEVISION VIEWERS, ASTRO-  
NAUTS PERFORMED MANY HUMOROUS ANTICS IN SPACE.
- C. AS EARTH GAVE ITS UNDIVIDED ATTENTION, ASTRONAUTS ACHIEVED  
A GOAL THAT HAS INTRIGUED MAN FOR CENTURIES.
- D. SINCE PEOPLE ARE INTERESTED IN LUNAR FLIGHTS, ASTRONAUTS ARE  
CAREFUL TO KEEP US INFORMED VIA TELEVISION.

[illegible]

- A. TRUCKS POUND ALONG ON EXPRESSWAYS AND TOLL ROADS, LIKE RAGING MONSTERS.
- B. WHENEVER POSSIBLE I AVOID SITUATIONS WHICH CAUSE ME CONFUSION AND FEAR.
- C. TOLL ROADS AND EXPRESSWAYS ARE MARVELS OF CONVENIENCE FOR TRAVELERS.
- \*D. DRIVING ON EXPRESSWAYS AND TOLL ROADS IS TO ME A SHATTERING EXPERIENCE.

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THE TOPIC SENTENCE OF THE PARAGRAPH BELOW IS

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- A. ANNABELLE, MY PET TURTLE, IS FOND OF LETTUCE AND ENJOYS IT EVERY DAY.
- B. ONE DAY MY MOTHER GAVE HER PARSLEY INSTEAD BECAUSE SHE WAS OUT OF LETTUCE.
- C. ANNABELLE SNIFFED AT IT DISTAINFULLY AND IMMEDIATELY WITHDREW INTO HER SHELL.
- \*D. SHE CERTAINLY HAS A DISCRIMINATING TASTE.

THE TOPIC SENTENCE OF THE PARAGRAPH BELOW IS	3100544
A. ON A COLD WINTER MORNING WHAT IS SO GOOD AS A BREAKFAST OF	3100544
HOT BUCKWHEAT PANCAKES SWIMMING IN BUTTER AND MAPLE SYRUP.	3100544
B. IN SUMMER I RELISH A DISH OF RED RASPBERRIES OR A COOL SLICE	3100544
OF PALE GREEN MELON.	3100544
C. AND HOW ABOUT A HAMBURGER WITH ALL THE TRIMMINGS AFTER A	3100544
CRISP AFTERNOON AT THE GAME IN THE FALL.	3100544
D. BUT WITH THE FIRST APPEARANCE OF STRAWBERRIES AND ASPARAGUS	3100544
IN THE SPRING THE HEIGHT IS SURELY REACHED.	3100544
*E. I MUST CONFESS THAT I HAVE FAVORITE FOODS FOR ALL SEASONS OF	3100544
THE YEAR.	3100544

THE TOPIC SENTENCE OF THE PARAGRAPH BELOW IS	3100545
*A. HE WAS A PATHETIC FIGURE AS HE WALKED IN TO THE ROOM.	0545
B. HIS SMALL FIGURE WAS ENCASED IN A WORN-OUT SUIT THREE SIZES	3100545
TOO LARGE.	3100545
C. THERE WERE TRACES OF JAM AROUND HIS MOUTH AND ON HIS NOSE.	3100545
D. WISTFULLY, HIS GREAT DARK EYES LOOKED INTO MINE.	3100545

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THE STUDENT WILL SHOW HIS KNOWLEDGE OF THE MAIN CHARACTERISTIC OF	0090
THE TOPIC SENTENCE BY SELECTING THAT CHARACTERISTIC FROM A LIST	
CONTAINING CHARACTERISTICS COMMON TO SENTENCES IN GENERAL. %1n	

DIRECTIONS	76
READ THE ITEM BELOW AND CHECK THE ONE STATEMENT WHICH IS TRUE	
*ONLY* FOR TOPIC SENTENCES.	

A TOPIC SENTENCE IS DIFFERENT FROM OTHER SENTENCES IN A PARAGRAPH	3100546
IN THAT A TOPIC SENTENCE.	3100546
A. CONTAINS A SIMPLE STATEMENT OF FACT	3100546
B. USES CLEAR AND PRECISE WORDS	3100546
*C. EXPRESSES THE GENERAL IDEA OF THE PARAGRAPH	3100546
D. STATES AN IDEA IN VIVID AND COLORFUL LANGUAGE	3100546

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THE STUDENT WILL ANALYZE A GIVEN PARAGRAPH IN TERMS OF ITS UNITY,	0003
INDICATING THE SENTENCE WHICH IS *NOT* RELATED TO THE TOPIC	
SENTENCE. %1n	

DIRECTIONS	3
INDICATE THE SENTENCE WHICH IS *NOT* RELATED TO THE TOPIC	
SENTENCE OF THE PARAGRAPH.	

SHOULD THE CRYSTAL STRUCTURE OF ROCK ON THE MOON PROVE TO	3100005
CONTAIN WATER, A SIMPLE METHOD COULD BE USED FOR FREEING IT.	3100005
FIRST, THE ROCKS WOULD BE PLACED INTO A CONTAINER. A REFLECTOR	3100005
WOULD DIRECT THE RAYS OF THE SUN TO THE CONTAINER. SINCE THE	3100005
SUPPLY OF SUNLIGHT IS LIMITLESS, IT WOULD BE A CHEAP SOURCE OF	3100005
ENERGY. WATER VAPOR WOULD BE FREED FROM THE CRYSTAL STRUCTURE	3100005
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BY THE INTENSE HEAT AND PIPED TO A CONDENSER. AFTER BEING  
CONDENSED INTO DROPLETS, THE RECLAIMED WATER WOULD BE DRAWN FROM  
A FAUCET.

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- A. FIRST, THE ROCKS WOULD BE PLACED IN A CONTAINER.
- B. A REFLECTOR WOULD DIRECT THE RAYS OF THE SUN TO THE CONTAINER.
- \*C. SINCE THE SUPPLY OF SUNLIGHT IS LIMITLESS, IT WOULD BE A CHEAP SOURCE OF ENERGY.
- D. AFTER BEING CONDENSED, THE RECLAIMED WATER COULD BE DRAWN FROM A FAUCET.

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GIVEN A TOPIC, THE STUDENT WILL APPLY THE CRITERIA OF UNITY BY  
SELECTING FROM A JOT LIST THE DETAILS THAT SHOULD BE CONSIDERED  
FOR INCLUSION IN THE PARAGRAPH. %2

0093

DIRECTIONS - YOU HAVE CHOSEN AS A TOPIC FOR A PARAGRAPH THE  
RECENT SCHOOL BASKETBALL GAME. YOUR TOPIC SENTENCE  
IS -

0079

THE BASKETBALL GAME WITH WHITTIER LAST TUESDAY  
WAS ONE OF THE CLOSEST WE HAVE PLAYED THIS YEAR.

IN THE FOLLOWING JOT LIST OF ITEMS ABOUT THE EVENT, WHICH ONE  
WOULD YOU PROBABLY OMIT?

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- \*A. TORE MY COAT
- B. FIRST SCORE -- WHITTIER
- C. REAL STAR -- BUZZ WILLIAMS
- D. TIE SCORE IN 3RD QUARTER
- E. CHEERED AND SANG AT HALF TIME

IN THE FOLLOWING JOT LIST OF DETAILS ABOUT THE EVENT, CHOOSE THE  
ONE WHICH IS \*NOT\* RELATED TO THE TOPIC SENTENCE.

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- A. 1ST SCORE -- WHITTIER
- B. REAL STAR -- BUZZ WILLIAMS
- C. TIE SCORE IN 3RD QUARTER
- \*D. CHEERED AND SANG AT HALF TIME
- E. BALL TOPPLED INTO BASKET FOR WINNING POINT

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THE STUDENT WILL APPLY HIS KNOWLEDGE OF UNITY IN A PARAGRAPH BY  
ELIMINATING ANY IRRELEVANT SENTENCE. %1

0094

DIRECTIONS

80

IN THE PARAGRAPH BELOW, ONE OF THE SENTENCES IS IRRELEVANT TO THE  
GENERAL IDEA OF THE PARAGRAPH. CHOOSE THE ONE THAT DOES \*NOT\*  
BELONG WITH THE OTHERS.

- A. DOGS WILL GUARD YOUR HOUSE AND YOUR FAMILY.
- B. THEIR LOYALTY IS UNSWERVING.
- C. I THINK DOGS ARE WONDERFUL PETS.
- D. MY DOGS NAME IS SALLY.

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THE STUDENT WILL SHOW HIS KNOWLEDGE OF DEFINITION OF MASS MEDIA BY SELECTING THE CORRECT DEFINITION. %10

0333

DIRECTIONS

SELECT THE ANSWER WHICH \*BEST\* DEFINES THE STARRED WORD.

274

\*MASS MEDIA\* IS A

2885

- A. MEANS OF COMMUNICATION THAT REACHES ONLY A SMALL PERCENT-AGE OF THE POPULOUS.
- B. MEANS OF COMMUNICATION THAT REACHES ONLY THE LITERATE.
- \*C. MEANS OF COMMUNICATION THAT REACHES VERY LARGE NUMBERS OF PEOPLE.
- D. MEANS OF COMMUNICATION THAT REACHES A VERY SELECT GROUP OF PEOPLE.

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THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF TELEVISION HISTORY BY COMPLETING GIVEN FACTUAL STATEMENTS. %90

0334

DIRECTIONS

SELECT THE BEST COMPLETION.

275

\*TELEVISION\* LITERALLY MEANS

2886

- A. TELEPROMPTED PICTURES.
- B. TELESCOPIC SIGHT.
- \*C. SEEING AT A DISTANCE.
- D. SOUND AND SIGHT.

THE DISCOVERY OF TELEVISION IS ATTRIBUTED TO

2887

- A. MORSE AND EDISON.
- \*B. ORGANIZED SCIENCE.
- C. ACCIDENTAL DISCOVERIES
- D. FOREIGN INVENTION.

TELEVISION CAMERAS USE A PROCESS CALLED \*SCANNING\*. THIS DEVICE SCANS THE SCENE TO BE TRANSMITTED AND

2888

- A. COPIES THE OUTLINES OF THE SCENE.
- \*B. CHANGES LIGHT VALUES INTO ELECTRICAL SIGNALS.
- C. MAGNIFIES THE COMPLETE SCENE.
- D. CONVEYS ELECTRICAL SIGNALS TO THE CAMERA.

MODERN TELEVISION CAMERAS USE SEVERAL METHODS OF SCANNING THE PICTURE, BUT MOST CAMERAS USE THE

2889

- A. PICTURE TRANSFER.
- B. ELECTRON GUN.
- C. PHOTOCATHODE.
- \*D. IMAGE ORTHICON.

ONE OF THE EARLIEST EXHIBITS OF TELEVISION TOOK PLACE IN 1939 AT

2890

- \*A. THE NEW YORK WORLD'S FAIR.
- B. THE SMITHSONIAN INSTITUTE.
- C. THE COLUMBIAN EXPOSITION.
- D. THE CHICAGO WORLD'S FAIR.

AFTER WORLD WAR II AND ON UNTIL 1952 THE FEDERAL COMMUNICATIONS COMMISSION

2891

- A. GRANTED LICENSES TO SEVENTY TELEVISION STATIONS.
- B. FAILED TO MEET AND RE-LICENSE EXISTING STATIONS.

- \*C. IMPOSED A TELEVISION FREEZE AND REFUSED LICENSE REQUESTS.
- D. MAINTAINED STRICT CONTROL OF ALL NETWORK PROGRAMMING.

THE TERM \*ELECTROMAGNETIC SPECTRUM\* REFERS TO

2892

- \*A. THE PATHWAYS OVER WHICH COMMUNICATIONS SUCH AS RADIO AND TELEVISION ARE CARRIED.
- B. THE FIELD OF FREE ELECTRONS INFLUENCING TELEVISION TRANSMISSION.
- C. THE ATTRACTION OF ONE SPECTRE OF COMMUNICATION TO ANOTHER.
- D. THE PATTERNING OF ELECTRICAL IMPULSES ON RADIO AND TELEVISION TRANSMITTERS.

IN THE LATE 50'S AND EARLY 60'S A PROBLEM OF SPECTRUM SPACE AROSE. IN ORDER TO SOLVE THIS PROBLEM THE FCC DECIDED TO

2893

- A. LIMIT THE LICENSING OF STATIONS TO TEN A YEAR.
- B. CONSOLIDATE GROUPINGS OF LOCAL TELEVISION STATIONS.
- C. REORGANIZE THE DISTRIBUTION OF SPECTRUM SPACE.
- \*D. EXPAND THE SPECTRUM TO ULTRA HIGH FREQUENCY.

IN ORDER TO LIMIT VARIETY IN COLOR PRODUCTION, THE FCC

2894

- A. CONTROLLED THE EXPERIMENTATION PROCEDURES.
- B. SELECTED ONE METHOD OF COLOR TRANSMISSIONS TO BE USED BY THE NETWORKS.
- \*C. ISSUED ELECTRONICS GUIDE RULES FOR COLOR COMPATABILITY.
- D. LIMITED THE NUMBER OF HOURS OF COLOR PROGRAMMING FOR EACH NETWORK.

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( E STUDENT WILL SHOW HIS KNOWLEDGE OF THE LEVELS OF COMMUNICATION BY MATCHING THE LEVEL WITH ITS DEFINITION. %4d

0335

DIRECTIONS

276

SELECT THE BEST COMPLETION.

THE COMMUNICATION THAT TAKES PLACE WITHIN AN INDIVIDUAL IS

2895

- A. INTERNAL COMMUNICATION.
- \*B. INTRAPERSONAL COMMUNICATION.
- C. PSYCHOLOGICAL COMMUNICATION.
- D. THOUGHT COMMUNICATION.

THE COMMUNICATION THAT INVOLVES ONE SPEAKING TO MANY IS

2896

- A. GROUP COMMUNICATION.
- B. POLITICAL COMMUNICATION.
- \*C. MASS COMMUNICATION.
- D. SELECTIVE COMMUNICATION.

THE COMMUNICATION THAT TAKES PLACE BETWEEN TWO OR MORE PEOPLE

2897

- A. ARGUMENTATIVE COMMUNICATION.
- \*B. INTERPERSONAL COMMUNICATION.
- C. GROUP COMMUNICATION.
- D. INSTRUCTIONAL COMMUNICATION.

CULTURAL COMMUNICATION IS CONCERNED WITH

2898

- ( A. THE ELEMENTS OF THE CULTURE.
- B. THE KNOWLEDGE OF ETHNIC CULTURES.
- C. THE WORKINGS OF SOCIETY.
- D. THE STRUCTURE OF SOCIETY.

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THE STUDENT WILL SHOW HIS UNDERSTANDING OF THE LEVELS OF COMMUNICATION BY SELECTING THE APPROPRIATE LEVEL IN A GIVEN SITUATION.  
%8□

0336

DIRECTIONS

277

SELECT THE CORRECT ANSWER FROM THE LIST OF ALTERNATIVES.

- A. INTRAPERSONAL
- B. INTERPERSONAL
- C. MASS
- D. CULTURAL

SHERRY IS THINKING ABOUT THIS AFTERNOON. \*A

2899

JOHN AND DAN ARE TALKING ABOUT THE GAME. \*B

2900

MR. SCHELL IS LISTENING TO THE CAR RADIO. \*C

2901

MRS. GREEN IS WRITING LESSON PLANS. \*A

2902

JULIE WOULD NEVER WEAR ANKLETS TO SCHOOL. \*D

2903

THE CLASS HAS BEEN DISCUSSING A STORY. \*B

2904

FLOYD KALBER IS PLANNING HIS NEWS PROGRAM WITH AN ASSOCIATE. \*B

2905

WE WATCH A PRESIDENTIAL SPEECH. \*C

2906

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THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF THE BASIC PRINCIPLES OF RADIO BY DETERMINING ANALOGIES AND INFERENCES. %5□

0337

DIRECTIONS

278

SELECT THE BEST COMPLETION.

MANY STATIONS BROADCAST ONLY DURING DAYLIGHT HOURS. THESE STATIONS ARE LIMITED TO DAYLIGHT BROADCASTING BECAUSE

2907

- A. MANY STATIONS CANNOT AFFORD THE FINANCIAL BURDEN OF ALL NIGHT BROADCASTING.
- B. MANY STATIONS FEEL MORE PEOPLE IN THEIR COMMUNITY LISTEN DURING THE DAY.
- \*C. MORE STATIONS CAN THEN USE THE SAME FREQUENCY.
- D. MORE STATIONS COULD BE NEXT TO EACH OTHER ON THE AM BAND.

FREQUENCY IS DEFINED AS THE CYCLE OF ELECTRICAL ENERGY PER SECOND. MANY THINGS OTHER THAN RADIO CAN HAVE A SIMILAR FREQUENCY. ONE EXAMPLE TO HELP EXPLAIN FREQUENCY WOULD BE

2908

- A. TO OBSERVE AN ELECTRICAL VOLTAGE METER AND NOTE ITS CHANGES.
- \*B. A VIBRATING PIANO STRING AS IT CAUSES THE SURROUNDING AIR TO VIBRATE AT THE SAME FREQUENCY.
- C. TO COUNT THE NUMBER OF STUDENTS WHO WEAR GREEN AT A REGULAR RATE OF FREQUENCY.
- D. TO ARRANGE WATER GLASSES FILLED AT DIFFERENT LEVELS AND OBSERVE THE NUMBER OF \*AIR BUBBLES\* PER SECOND.

SOUND DISTURBS THE NATURAL STILLNESS OF AIR AND CAUSES IT TO MOVE AWAY FROM ITS POINT OF ORIGIN. WE MIGHT SAY THAT AIR CARRIES SOUND IN THE SAME WAY THAT

2909



- A. WATER CARRIES RIPPLES.
- B. TRANSPORT TRUCKS CARRY GOODS.
- C. THE CHORUS CARRIES A TUNE.
- D. INSECTS CARRY POLLEN.

ELECTRICAL ENERGY CAN TRAVEL WITH THE SPEED OF LIGHT. SOUND TRAVELS AT 1100 FEET PER SECOND. TO ENABLE SOUND TO TRAVEL AT THE SPEED OF LIGHT, ENGINEERS WOULD HAVE TO

- A. DECREASE THE RATE PER SECOND OF ELECTRICAL ENERGY.
- \*B. CONVERT SOUND INTO ELECTRICAL IMPULSES.
- C. INCREASE THE RATE PER SECOND OF SOUND.
- D. BE CONTENT WITH A MODIFIED TRANSMITTING RATE.

2910

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THE STUDENT WILL SHOW HIS KNOWLEDGE OF RADIO HISTORY BY COMPLETING FACTUAL STATEMENTS. %15

0338

DIRECTIONS

279

SELECT THE BEST COMPLETION.

ELECTRICAL \*RADIO\* ENGINEERS OF THE EARLY 1900,S NEEDED TO DISCOVER

2912

- A. WHAT COULD HOUSE THEIR TRANSMITTING SETS.
- \*B. HOW SOUNDS COULD TRAVEL FARTHER THAN NORMAL.
- C. HOW MANY SOUND WAVES COULD BE USED IN TRANSMITTING.
- D. WHERE TRANSMITTING STATIONS COULD BEST BE HOUSED.

A SIMPLE DEFINITION OF RADIO IS

2913

- ( A. THE CREATION OF SOUND TRANSMITTERS IN THE AIR.
- B. THE REVERBERATION OF FREQUENCIES IN THE AIR.
- C. THE AMPLIFICATION OF SOUND INTO THE AIR.
- \*D. THE GENERATION OF ELECTRICITY INTO THE AIR.

THE EARLY SALE OF RADIO RECEIVING SETS WAS CONTROLLED BY THE

2914

- \*A. RADIO CORPORATION OF AMERICA.
- B. GENERAL ELECTRIC COMPANY.
- C. WESTINGHOUSE COMPANY.
- D. COLUMBIA BROADCASTING SYSTEM.

A M STANDS FOR

2915

- A. ADVERTISED MESSAGES.
- \*B. AMPLITUDE MODULATION.
- C. AIR MODIFICATION.

F M STANDS FOR

2916

- A. FREQUENCY MODIFICATION.
- \*B. FREQUENCY MODULATION.
- C. FREE MESSAGES.

THE FIRST STATION BROADCAST PROGRAM TOOK PLACE AT KDKA, PITTSBURG, IN 1920. THE SHORT BROADCAST CONSISTED OF

2917

- A. A WEATHER REPORT.
- B. ORCHESTRA MUSIC.
- C. A MUSICAL SHOW.
- ( D. ELECTION RETURNS.

THE FEDERAL COMMUNICATIONS ACT OF 1934 RESULTED IN THE ESTABLISHMENT OF

2918

- A. THE NATIONAL ASSOCIATION OF BROADCASTERS.

- B. THE RADIO CORPORATION OF AMERICA.
- \*C. THE FEDERAL COMMUNICATIONS COMMISSION.
- D. THE NATIONAL COMMUNICATION ASSOCIATION.

STATIONS CAN BROADCAST ON THE SAME FREQUENCY BY

2915

- \*A. LIMITING THE POWER AND STATION LOCATION.
- B. SCHEDULING PROGRAMMING AT DIFFERENT HOURS.
- C. PETITIONING A COMMITTEE OF BROADCASTERS.
- D. TRANSMITTING MODIFIED RADIO SIGNALS.

RADIO NETWORKS ARE GROUPS OF STATIONS

2920

- A. AFFILIATED WITH TELEVISION STATIONS.
- \*B. LINKED TOGETHER BY TELEPHONE LINES.
- C. UNITED TOWARDS BETTER PROGRAMMING.
- D. COORDINATED BY THE NATIONAL ASSOCIATION OF BROADCASTERS.

THE FOUR MAJOR NATIONAL NETWORKS ARE

2921

- A. NATIONAL BROADCASTING COMPANY, COLUMBIA BROADCASTING SYSTEM, AMERICAN BROADCASTING COMPANY, WESTINGHOUSE BROADCASTING SYSTEM.
- B. WESTINGHOUSE BROADCASTING SYSTEM, AMERICAN BROADCASTING COMPANY, NATIONAL BROADCASTING COMPANY, EMERGENCY BROADCAST SYSTEM.
- C. COLUMBIA BROADCASTING SYSTEM, AMERICAN BROADCASTING COMPANY, EMERGENCY BROADCAST SYSTEM, NATIONAL BROADCASTING COMPANY.
- \*D. NATIONAL BROADCASTING COMPANY, COLUMBIA BROADCASTING SYSTEM, MUTUAL BROADCASTING SYSTEM, AMERICAN BROADCASTING COMPANY.

THE AM SYSTEM HAS THE ABILITY TO COVER

2922

- A. NARROW AREAS BY FOLLOWING THE CURVATURE OF THE EARTH.
- \*B. WIDE AREAS BY FOLLOWING THE CURVATURE OF THE EARTH.
- C. WIDE AREAS FOLLOWING THE LINE OF SIGHT.
- D. NARROW AREAS FOLLOWING THE LINE OF SIGHT.

FM COVERAGE IS LIMITED

2923

- A. BY EARTH CURVATURE.
- B. BY SOUND FREQUENCY.
- \*C. TO LINE OF SIGHT.
- D. TO RADIO WAVES.

THE EMERGENCY BROADCAST SYSTEM IS DESIGNED

2924

- A. TO TAKE OVER IN THE EVENT A RADIO STATION'S POWER FAILS.
- \*B. TO INFORM PEOPLE OF NATIONAL OR LOCAL EMERGENCIES.
- C. TO ACCOMMODATE RADIO STATIONS WHILE THEIR LICENSES ARE PENDING.
- D. BY THE NAB TO TEST, AT REGULAR INTERVAL, THEIR RESERVE POWER.

THE RADIO BEGAN TO LOSE ITS POSITION AS A MAIN ENTERTAINMENT SOURCE IN THE LATE 40'S AND EARLY 50'S. THIS WAS DUE PRIMARILY TO

2925

- A. MANAGEMENT CHANGES.
- B. PROGRAMMING DIFFICULTIES.
- C. TECHNICAL PROBLEMS.
- \*D. TELEVISION DEVELOPMENT.

WITH THIS CHANGE CAME THE EMERGENCE OF

2926

- A. EDITORIAL COMMENTATORS.
- \*B. DISC JOCKEYS.
- C. ON - THE - SPOT REPORTS.
- D. SERIAL PERSONALITIES.

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THE STUDENT WILL DEMONSTRATE HIS ABILITY TO LOCATE THE CENTRAL  
IDEA OF A PARAGRAPH BY SELECTING IT AFTER READING A GIVEN SELEC-  
TION ABOUT MASS MEDIA. %3

0339

DIRECTIONS

280

READ THE FOLLOWING PASSAGES AND COMPLETE THE STATEMENTS WHICH  
FOLLOW.

IT IS SOMETIMES ARGUED THAT THE DEPICTION OF VIOLENCE HAS  
NO INFLUENCE ON THE VIEWER, BUT IT IS BECOMING INCREASINGLY  
CLEAR THAT A NUMBNESS, EVEN AN INDIFFERENCE, TO SUDDEN DEATH  
IS BECOMING A FRIGHTENING CHARACTERISTIC OF AMERICAN LIFE, AS  
THOUGH DYING WERE NO LONGER ANY MORE THAN AN INCIDENT AS CASUAL  
AS IT IS ON THE SMALL SCREEN, WHERE IT MAY BE FOLLOWED IN 5  
SECONDS BY A TOOTHPASTE COMMERCIAL.

2927

THE MAIN IDEA IS THAT

- A. THE COMMERCIALS ALWAYS COME AT THE WRONG TIME.
- B. TOO MANY PROGRAMS SHOW PEOPLE DYING.
- C. PEOPLE ARGUE VERY MUCH ABOUT TV VIOLENCE.
- \*D. DEATH IS VIEWED INCREASINGLY WITH INDIFFERENCE.

I WATCHED MR. ROOSEVELT GIVING HIS CELEBRATED FIRESIDE  
CHATS, THOSE BROADCASTS WHICH DISCLOSED FOR THE FIRST TIME WHAT  
RADIO COULD DO FOR POLITICS BY PUTTING A PRESIDENT IN IMMEDIATE  
TOUCH WITH THE WHOLE NATION AT THE SAME TIME.

2928

THE MAIN IDEA IS THAT

- \*A. RADIO HAD A PROFOUND POLITICAL POTENTIAL.
- ( J. PRESIDENT ROOSEVELT ENJOYED THE BROADCASTS.
- C. POLITICS WOULD NOT USE RADIO AS MUCH AFTER TELEVISION.
- D. PRESIDENT ROOSEVELT WANTED TO ADDRESS THE NATION.

\*TV OR NOT TV, THAT IS THE QUESTION. FOR FIVE YEARS, FROM  
1947 TO 1952, THE ANSWER HAD BEEN ABSURDLY NEGATIVE. THEN THE  
FILM PRODUCERS BEGAN ADOPTING OR ADAPTING SOME OF THE FRENCH  
PROCESSES, AS WELL AS AN AMERICAN ONE THAT WAS ALMOST 35 YEARS  
OLD, IN A DESPERATE ATTEMPT TO FIGHT BACK AT THE TINY TELEVISION  
SCREEN WITH PICTURES THAT WERE WIDE AND DEEP.

2929

THE MAIN-IDEA IS TO

- \*A. SHOW THE REACTION OF FILMMAKERS TO TELEVISION.
- B. PARODY ONE OF SHAKESPEARE'S QUOTATION.
- C. PRESENT THE USE OF FOREIGN PROCESSES IN FILMMAKING.
- D. SHOW THE POSITIVE ACTION OF THE FILMMAKERS AGAINST  
TELEVISION.

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CRITICAL THINKING

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF THE FACTORS

0304

INVOLVED IN FACTS AND OPINIONS BY SELECTING THE STATEMENTS WHICH WOULD BE \*MOST\* DIFFICULT TO PROVE. %24

IN EACH SET OF STATEMENTS, ONE OF THE FOUR ITEMS WOULD BE MORE DIFFICULT TO \*PROVE\* THAN THE OTHER THREE. SELECT THE STATEMENT \*MOST\* \*DIFFICULT\* TO PROVE.

- A. THE HAPSBURG FAMILY RULED IN AUSTRIA-HUNGARY.
- \*B. THE ASSASSINATION OF THE AUSTRIAN CROWN PRINCE WAS THE CAUSE OF WORLD WAR I.
- C. GERMANY DECLARED WAR ON RUSSIA.
- D. GREAT BRITAIN SENT TROOPS TO BELGIUM'S AID.

0219

2613

- \*A. WOODROW WILSON WAS A BETTER COLLEGE PRESIDENT THAN PRESIDENT OF THE U. S.
- B. WILSON ADVISED THE AMERICAN PEOPLE THAT THE U. S. MUST REMAIN NEUTRAL.
- C. BECAUSE OF THE PROTESTS OF WILSON, THE GERMANS PLEDGED NOT TO SINK PASSENGER LINERS WITHOUT GIVING WARNING.
- D. THE ZIMMERMAN MESSAGE WAS SENT TO THE GERMAN MINISTER IN MEXICO CITY.

2614

- A. AMERICA'S PRODUCTIVE POWER HELPED WIN THE WAR.
- B. THE RUSSIAN CZAR WAS OVERTHROWN IN 1917.
- \*C. GERMANY WAS MORE TO BLAME FOR CAUSING THE WAR THAN ANY OTHER COUNTRY.
- D. THE LEAGUE OF NATIONS WAS PROVIDED FOR IN THE TREATY OF VERSAILLES.

2615

- \*A. CLEMENCEAU HAD A GREATER GRASP OF THE WAR AIMS THAN LLOYD GEORGE.
- B. THE WAR ON THE GROUND WAS FOUGHT PRIMARILY AS ONE OF TRENCH WARFARE.
- C. RUSSIA SIGNED A SEPARATE PEACE TREATY WITH GERMANY.
- D. THERE WERE 124 AMERICANS DROWNED AMONG THE ELEVEN HUNDRED CASUALTIES FROM THE LUISTANIA.

2616

- A. THE U. S. DID NOT SIGN THE VERSAILLES TREATY.
- B. PRESIDENT WILSON WANTED A PEACE WITHOUT VICTORY.
- C. CONGRESS AND PRESIDENT WILSON DID NOT AGREE ON THE LEAGUE OF NATIONS.
- \*D. IF THE U. S. HAD JOINED THE LEAGUE, WORLD WAR II COULD HAVE BEEN AVOIDED.

2617

- A. LLOYD GEORGE OPPOSED WILSON'S PLAN FOR FREEDOM OF THE SEAS.
- B. THE ALLIED LEADERS MADE A PEACE TREATY THAT WAS OPPOSED TO MANY VIEWS HELD BY WILSON.
- \*C. THE ALLIED ARMIES SHOULD HAVE REMAINED IN GERMANY TO KEEP THE PEACE.
- D. SENATOR BORAH OPPOSED WILSON REGARDING THE LEAGUE OF NATIONS.

2618

- A. GERMAN SUBMARINES CONTRIBUTED MUCH TO HER NAVAL POWER.
- \*B. GENERAL PERSHING WAS A BETTER MILITARY LEADER THAN MARSHAL FOCH.
- C. THE AMERICAN ARMY DID NOT DO MUCH FIGHTING UNTIL 1918.
- D. THIS WAS THE FIRST WAR TO USE AIRPLANES AS A FIGHTING FORCE.

2619

- \*A. PATRIOTISM DECLINED IN AMERICA AFTER WORLD WAR I.
- B. THERE WERE MANY FACTORY CLOSINGS IMMEDIATELY AFTER THE WAR.
- C. PROHIBITION %ALCOHOLIC LIQUOR% BECAME A NEW AMENDMENT WHILE

2620

23

THE BOYS WERE IN EUROPE.  
D. INFLATION TOOK MUCH OF THE WORKERS' PAY.

A. THE U. S. HAD MORE MEN UNDER ARMS IN WORLD WAR I THAN IN ANY OTHER WAR UP TO THAT TIME. 2621

B. WE LOST A GREAT PART OF OUR MERCHANT FLEET DURING THE WAR.

C. THE BRITISH BLOCAD E OF GERMAN PORTS WAS VERY EFFECTIVE.

\*D. GERMANY WOULD LIKELY HAVE WON THE WAR IF SHE HAD DOUBLE THE NUMBER OF SUBMARINES AND OTHER NAVAL VESSELS SHE ORIGINALLY STARTED WITH.

A. THE COLLAPSE OF RUSSIA ENABLED GERMANY TO INCREASE HER MILITARY STRENGTH ON THE WESTERN FRONT. 2622

\*B. THE AMERICAN SOLDIER WAS A BETTER FIGHTING MAN THAN THE FRENCH SOLDIER.

C. DURING MAY AND JUNE OF 1918 MORE THAN 500,000 AMERICAN SOLDIERS WERE SENT TO EUROPE.

D. THE GREATEST USE OF AMERICAN TROOPS, AS A FIGHTING FORCE, WAS IN THE MEUSE-ARGONNE OFFENSIVE.

A. WOMEN WERE GIVEN THE RIGHT TO VOTE BY THE PASSAGE OF THE 19TH AMENDMENT. 2623

B. THE FIRST RADIO STATION WAS KDKA, PITTSBURGH.

\*C. WARREN G. HARDING PROVED TO BE A BETTER PRESIDENT THAN WOODROW WILSON. 2623

D. IN 1921 IOWA PASSED A LAW PERMITTING ADULTS TO PURCHASE CIGARETTES.

A. PASSENGER CAR REGISTRATION REACHED 8,225,859 IN 1920. 2624

B. DAILY RADIO BROADCASTING STARTED IN NEW YORK CITY IN 1922.

C. JACK DEMPSEY WAS A BETTER FIGHTER THAN GENE TUNNEY.

D. YES, WE HAVE NO BANANAS WAS A POPULAR SONG IN 1923.

\*A. BUSINESS WOULD BE BETTER WITHOUT LABOR UNIONS. 2625

B. REGULAR AIR MAIL SERVICE BETWEEN THE EAST AND WEST COASTS STARTED IN 1924.

C. CALVIN COOLIDGE WAS ELECTED PRESIDENT IN 1924.

D. FLORIDA EXPERIENCED A LAND BOOM IN 1925 AND THE VALUE OF LAND ROSE SHARPLY.

A. THE UNVEILING OF FORD'S MODEL A IN MAJOR CITIES CAUSED LARGE CROWDS TO GATHER. 2626

B. THE FIRST SOUND MOVIE, THE JAZZ SINGER, WAS A BIG HIT.

C. CONTRACT BRIDGE WAS INTRODUCED IN 1926.

\*D. RUDOLPH VALENTINO WAS A BETTER ACTOR THAN JOHN WAYNE.

A. RED GRANGE WAS ONE OF THE GREAT FOOTBALL STARS FROM THE UNIVERSITY OF ILLINOIS. 2627

\*B. JOHN T. SCOPES, A BIOLOGY TEACHER, VIOLATING A STATE LAW BY TEACHING DARWIN'S THEORY OF EVOLUTION, SHOULD HAVE BEEN JAILED INSTEAD OF BEING FINED \$100.

C. LINDBERG WAS THE FIRST TO FLY THE ATLANTIC IN A SOLO FLIGHT.

D. BARE RUTH HIT 60 HOME RUNS IN 1927.

A. STOCK PRICES ROSE TO NEW LEVELS IN 1928 - AT & T SOLD FOR \$179 A SHARE. 2628

C. AL SMITH WOULD HAVE MADE A BETTER PRESIDENT THAN HERBERT HOOVER.

C. ABOUT 500 MURDERS WERE COMMITTED IN CHICAGO IN THE TEN YEARS BEFORE 1930.

D. AT & T SOLD FOR \$304 A SHARE IN SEPTEMBER OF 1929.



- A. AL CAPONE WAS A GANG LEADER IN CHICAGO DURING THE 1920,S.
- B. MANY BANKS CLOSED FOR A PERIOD DURING THE DEPRESSION YEARS OF THE 1930,S.
- C. THE WPA WAS ESTABLISHED TO EMPLOY JOBLESS PEOPLE.
- \*D. HERBERT HOOVER AND THE REPUBLICANS WERE RESPONSIBLE FOR THE DEPRESSION.

2629

- A. FDR,S PROGRAM WAS CALLED THE NEW DEAL.
- B. THE SOCIAL SECURITY ACT PROVIDED FOR UNEMPLOYMENT AND OLD-AGE INSURANCE.
- \*C. THE DEMOCRATS HAD BETTER PLANS, AND BETTER PROGRAMS, THAN THE REPUBLICANS IN HANDLING THE DEPRESSION.
- D. THE TVA WAS CREATED TO DEVELOP BOTH THE SOCIAL AND ECONOMIC WELL-BEING OF THE TENNESSEE VALLEY REGION.

2630

- \*A. THE WALL STREFT BANKERS AND BIG MONEY INTERESTS CAUSED THE STOCK MARKET CRASH OF 1929.
- B. JOHN STEINBECK WROTE ABOUT THE DEPRESSION IN HIS POPULAR BOOK, \*THE GRAPES OF WRATH\*.
- C. IN DEPRESSION DAYS, MAKESHIFT SHACKS THAT SPRANG UP ON THE OUTSKIRTS OF CITIES WERE CALLED \*HOOVERVILLES\*.
- D. THE WORD \*OKIE\*, MEANING A MIGRANT AGRICULTURAL WORKER, ESPECIALLY ONE FROM OKLAHOMA, WAS A POPULAR EXPRESSION USED TO DESCRIBE DOWN-AND-OUTERS .

2631

- A. THE GROSS NATIONAL PRODUCT IN 1933 WAS 56 BILLION DOLLARS AND IN 1940 THE GNP WAS 100.6 BILLION.
- \*B. THE NEW DEAL WAS AN EXPERIMENT IN NATIONAL SOCIALISM.
- C. EMPLOYMENT ROSE FROM 38.9 MILLION PEOPLE IN 1932 TO 47.5 MILLION IN 1940.
- D. FDR, ON THE RADIO IN 1932, GAVE HIS FAMOUS \*FORGOTTEN MAN\* SPEECH.

2632

- \*A. UNCLE WILLIAM HAD TO BE BRAVE TO FIGHT IN THE WAR OF 1812.
- B. UNCLE WILLIAM FOUGHT IN THE WAR OF 1812.
- C. THE WAR OF 1812 INVOLVED THE AMERICANS AND THE BRITISH.
- D. THE WAR OF 1812 WAS NOT THE FIRST WAR INVOLVING ENGLAND AND AMERICA.

2633

- A. PEOPLE USUALLY HAVE A HIGH FEVER WITH YELLOW FEVER.
- B. DRUGS HAVE HELPED REDUCE THE INCIDENCE OF SOME ILLNESSES.
- \*C. ALL MODERN DAY PEOPLE KNOW MORE ABOUT HOW TO PREVENT SICKNESS THAN PEOPLE WHO LIVED LONG AGO.
- D. IN 1948 THERE WERE FEWER POLIO CASES THAN IN 1937.

2634

- A. SOME PEOPLE CALL PEACOCKS THE BIRD OF ROYALTY.
- \*B. PEACOCKS ARE BEAUTIFUL BIRDS.
- C. PEACOCKS CAN MAKE A FAN OUT OF THEIR TAIL FEATHERS.
- D. TWO PEACOCKS STRUTTED ON THE GRASS NEARBY.

2635

- A. THE PEDDLER HAD COPPER POTS AND PANS HANGING ON HOOKS AND NAILS.
- \*B. COPPER PANS WILL LAST A LIFETIME.
- C. COPPER IS A GOOD CONDUCTOR OF HEAT.
- D. WHEN COPPER PANS OXIDIZE THEY TURN GREEN.

2636

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THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN

0303

FACT AND OPINION STATEMENTS BY CORRECTLY CATEGORIZING A GIVEN SET OF STATEMENTS. %99□

IF THE STATEMENT LISTED BELOW IS A FACT, CHOOSE THE LETTER \*A\*.  
IF THE STATEMENT CAN \*NOT\* BE READILY PROVED OR DISPROVED, CHOOSE THE LETTER \*B\*.

0218

A SQUARE HAS 4 SIDES. *A	
THE BEATLES SOUND GOOD. *B	2512
PURPLE IS MADE OF RED AND BLUE. *A	2513
ROSES SMELL NICE. *B	2514
SALLY AND MARY ARE BOTH GIRLS. *A	2515
JAN IS SHORTER THAN DEAN. *A	2516
SOME HORSES ARE BLACK. *A	2517
CHOCOLATE ICE CREAM IS THE BEST KIND. *B	2518
MARY ALICE IS STUCK UP. *B	2519
WATER IS A CONDUCTOR OF ELECTRICITY. *A	2520
HEAT RISES. *A	2521
MUSTARD TASTES GOOD. *B	2522
BROTHERS CAUSE TROUBLE. *B	2523
FIRE ENGINES ARE USUALLY RED. *A	2524
LIGHTENING IS FRIGHTENING. *B	2525
RED IS A PRIMARY COLOR. *A	2526
A MILE IS LESS THAN 2 MILES TO WALK. *A	2527
CHEVIES ARE BETTER THAN FORDS. *B	2528
KENNEDY WAS A GOOD PRESIDENT. *B	2529
BLACK IS A DARK COLOR. *A	2530
JANE IS WEARING A GREEN DRESS. *A	2531
MARY IS WEARING A PRETTY DRESS. *B	2532
FIFTY CENTS IS NOT MUCH MONEY. *B	2533
IN ENGLISH ALL WORDS CONTAIN VOWELS. *A	2534
PARALLEL LINES NEVER MEET. *A	2535
BROCCOLI TASTES GOOD WITH BUTTER ON IT. *B	2536
SOME CACTI HAVE RED FLOWERS. *A	2537
	2538

BLUE IS A NICE COLOR. \*B  
 OUR FAMILY IS BETTER THAN YOUR FAMILY. \*B  
 KENTUCKY IS THE BEST STATE IN THE U. S. \*B  
 HONEY IS SWEET. \*A  
 HONEY TASTES GOOD. \*B  
 CIGARETTES ARE REALLY NEATO \*B  
 NOT ALL SUGAR IS WHITE. \*A  
 CANDLES BURN FAST. \*B  
 PAVIOLI TASTES GOOD. \*B  
 FLOWERS SMELL GOOD. \*B  
 YOU CAN FIND RATTLESNAKES IN TEXAS. \*A  
 ONLY PEOPLE WHO ARE ABLE TO READ AND WRITE SHOULD BE ALLOWED TO  
 VOTE. \*B  
 LINCOLN WAS OUR BEST PRESIDENT. \*B  
 HUBERT HUMPHREY IS A GOOD POLITICIAN. \*B  
 RICHARD NIXON IS A LOGICAL MAN. \*B  
 CHILDREN CAN SUFFER FROM POOR TEACHERS. \*A  
 ALL TEACHERS ARE REPUTABLE. \*B  
 SOME TEACHERS ARE INFFECTUAL. \*A  
 BIRTHDAY CAKE IS FATTENING. \*A  
 LUNCH BREAKS ARE ALWAYS FUN. \*B  
 THERE ARE 4 WEEKS IN A MONTH. \*A  
 SOME CHILDREN HATE CANDY. \*A  
 DOGS ARE SMARTER THAN CATS. \*B  
 RAIN IS WET. \*A  
 RAIN IS UNCOMFORTABLE. \*B  
 THE DOLLAR ISN'T WORTH AS MUCH AS IT USED TO BE. \*A  
 BLACK IS A GOOD COLOR. \*B  
 SOME DOGS ARE BROWN. \*A  
 DOGS HAVE FOUR LEGS. \*A  
 YELLOW HOUSES ARE ATTRACTIVE. \*B

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GOLDFISH MAKE DULL PETS. *B	2570
COWS EAT GRASS. *A	2571
ALICE,S HAIRDO IS UGLY. *B	2572
GRASSHOPPERS ARE SMALLER THAN BIRDS. *A	2573
ROSES SMELL GREAT. *B	2574
FORD MAKES THE BEST CARS. *B	2575
THE TV PROGRAM WAS INTERESTING. *B	2576
THE DESK WAS PAINTED BLACK. *A	2577
OUR SCHOOL IS THE BEST IN THE TOWNSHIP. *B	2578
HIS TEACHER IS 39 YEARS OLD. *A	2579
ALL MEN SHOULD GET MARRIED. *B	2580
HF ALWAYS PITCHES A GREAT GAME. *B	2581
OUR CLASS WAS DETAINED UNTIL FOUR O.CLOCK. *A	2582
JEAN,S HAIR IS PRETTIER THAN HER NEW WIG. *B	2583
LINCOLN WAS THE FIRST REPUBLICAN PRESIDENT. *A	2584
ELFVEN SOUTHERN STATES MADE UP THE CONFEDERACY. *A	2585
MEADE WAS A FINE GENERAL. *B	2586
LEE WAS A GENERAL OF THE CONFEDERACY. *A	2587
DMOCRACY GREW BECAUSE OF THE FRONTIER. *B	2588
NEW YORK CITY IS LARGER THAN CHICAGO. *A	2589
SUE DRIVES A PRETTY CAR. *B	2590
MACARTHUR,S IDEAS ON THE KOREAN WAR WERE CORRECT. *B	2591
JOHNSON WAS A BETTER PRESIDENT THAN KENNEDY. *B	2592
EISENHOWER COMMANDED THE NORMANDY LANDING. *A	2593
JOHN IS NICE. *B	2594
MARY,S HAIR IS RED. *A	2595
STEAK IS BETTER THAN CHICKEN. *B	2596
LABOR DAY IS IN SEPTEMBER. *A	2597
THE CTA IS IN FINANCIAL TROUBLE. *A	2598
THE DRAFT IS IMMORAL. *B	2599
MARY WEARS BEAUTIFUL CLOTHES. *B	2600

MAYOR DALEY IS A GOOD MAYOR. *B	2601
GENERAL WESTMORELAND DID A GOOD JOB IN VIET NAM. *B	2602
PRESIDENT NIXON SHOULD RESIGN HIS OFFICE. *B	26
MANY OF THE DIME NOVELS GAVE A FICTITIOUS IMAGE TO THE AMERICAN COWBOY. *A	2604
WILLIAM S. HART WAS ONE OF THE FIRST GREAT WESTERN SILENT MOVIE STARS. *A	2605
IF SLAVERY HAD BEEN CONFINED TO THE ORIGINAL SOUTHEASTERN STATES, THE CIVIL WOULD NOT HAVE HAPPENED. *B	2606 2606
THE GOVERNMENT GAVE TOO MUCH FEDERAL LAND TO THE RAILROADS. *B	2607
MANY PIONEER HOMES OF THE PEOPLE LIVING ON THE GREAT PLAINS WERE MADE OF SOD. *A	2608
IN DISCUSSING THE BIG ARGUMENT BETWEEN THE CATTLEMAN AND THE FARMER, MOST AUTHORITIES THINK THE FARMER WAS RIGHT. *B	2609
THE OKLAHOMA TERRITORY SHOULD HAVE REMAINED AN INDIAN RESERVATION. *B	2610
THE TRANSCONTINENTAL RAILROAD WAS COMPLETED AFTER THE CIVIL WAR. *A	2611

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THE STUDENT WILL DISPLAY HIS ABILITY TO DISTINGUISH BETWEEN FACTS THAT ARE RELEVANT AND FACTS THAT ARE NOT RELEVANT TO A SITUATION OR PROBLEM BY CORRECTLY IDENTIFYING THE RELEVANT AND NON-RELEVANT INFORMATION. %40	0308
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#### DIRECTIONS

YOU ARE TRYING TO LEARN WHAT COLUMBUS BELIEVED ABOUT THE SHAPE AND SIZE OF THE EARTH. BELOW ARE SENTENCES FOR YOU TO READ. CHOOSE *A* IF THE SENTENCE PROVIDES USEFUL INFORMATION FOR THAT TOPIC. CHOOSE *B* IF THE INFORMATION IS NOT USEFUL.	0231
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THE ANCIENT EGYPTIANS THOUGHT OF THE EARTH AS A GREAT OBLONG BOX.	2663
A. HELPFUL	
*B. NOT HELPFUL	

COLUMBUS WAS NOT THE ONLY EDUCATED MAN TO BELIEVE THE EARTH WAS ROUND LIKE A BALL.	
*A. HELPFUL	
B. NOT HELPFUL	

THE GREAT MISTAKE COLUMBUS MADE WAS IN BELIEVING THE EARTH TO BE SMALLER THAN IT IS.	2665
*A. HELPFUL	
B. NOT HELPFUL	

SOME PEOPLE PICTURED THE EARTH AS A LARGE DISC FLOATING ON ENDLESS WATERS.	2666
A. HELPFUL	
*B. NOT HELPFUL	

COLUMBUS DIDN'T KNOW THERE WAS A VAST CONTINENT WHICH WOULD BAR THE WAY TO THE EAST INDIES.

2667

- \*A. HELPFUL
- B. NOT HELPFUL

TWO THOUSAND YEARS BEFORE COLUMBUS THE GREEK SCHOLAR PYTHAGORAS SAID THE EARTH WAS BALL SHAPED.

2668

- A. HELPFUL
- \*B. NOT HELPFUL

THE COMPASS WAS THE MOST IMPORTANT INSTRUMENT COLUMBUS HAD WITH HIM.

2669

- A. HELPFUL
- \*B. NOT HELPFUL

NINETY MEN SAILED WITH COLUMBUS IN THREE SMALL SHIPS.

2670

- A. HELPFUL
- \*B. NOT HELPFUL

WHICH OF THE FOLLOWING THREE STATEMENTS TELLS BEST WHAT YOU WERE READING TO FIND OUT

2671

- A. THE VOYAGE OF COLUMBUS
- \*B. WHAT COLUMBUS THOUGHT ABOUT THE EARTH'S SHAPE
- C. IS THE EARTH ROUND OR FLAT

#### DIRECTIONS

YOUR TEACHER HAS ASSIGNED YOU A TOPIC FOR A REPORT. \*THE EARLIEST KNOWN CIVILIZATIONS WERE BLACK.\* BELOW ARE PARAGRAPHS FOR YOU TO READ. CHOOSE \*A\* IF THE PARAGRAPH PROVIDES USEFUL INFORMATION FOR THAT TOPIC. CHOOSE \*B\* IF THE INFORMATION IS NOT USEFUL.

0232

MAN ORIGINATED IN AFRICA... ANCIENT EGYPT, WHICH HAS BEEN CALLED THE CRADLE OF CIVILIZATION, WAS AT LEAST ONE-THIRD BLACK. SOME SCHOLARS CONSIDER THE ANCIENT EGYPTIANS TO HAVE BEEN A DISTINCT RACE FORMED BY THE MIXTURE OF PEOPLES FROM ACROSS THE MEDITERRANEAN SEA, TRIBESMEN FROM THE EAST, AND ETHIOPIANS FROM THE SOUTH. SOME ANCIENT GREEK WRITERS SPOKE OF THE EGYPTIANS AS BLACK AND WOOLY-HEADED. MOSAIC MURALS CLEARLY SHOW BLACK, BROWN, AND WHITE EGYPTIANS. SEVERAL PHARAHS AND THEIR QUEENS WERE BLACK. IF ANCIENT EGYPT WAS INDEED THE CRADLE OF CIVILIZATION, THEN THERE WAS A PRONOUNCED BLACK INFLUENCE UPON THAT CIVILIZATION.

2672

- \*A. THIS PARAGRAPH HELPS.
- B. THIS PARAGRAPH DOES NOT HELP.

WHEN THE PORTUGUESE EXPLORERS FIRST VISITED WEST AFRICA IN 1444, THEY WERE ENCOUNTERING A CIVILIZATION THAT WAS ESSENTIALLY COMPARABLE TO THAT OF EUROPE.

2673

- A. THIS PARAGRAPH HELPS.
- \*B. THIS PARAGRAPH DOES NOT HELP.

GHANA, MALI, AND SONGHAY WERE THE GREAT EMPIRES OF AFRICA, BUT THERE WERE LESSER STATES TO THE EAST AND SOUTH, NOTABLE MOSSI, HAUSA, KANEM-BORNA, AND ASHANTI. SOME RETAINED THEIR IDENTITIES UNTIL THE 19TH CENTURY, WHEN BRITISH, FRENCH, AND OTHER COLONIAL POWERS SUBJUGATED THEM.

2674

- A. THIS PARAGRAPH HELPS.
- \*B. THIS PARAGRAPH DOES NOT HELP.

EXCAVATIONS IN THE CONGO HAVE REVEALED THE EXISTANCE OF THE ISHONGO PEOPLE WHO LIVED EIGHT THOUSAND YEARS AGO AND USED A PRIMITIVE ABACUS OR MULTIPLICATION TABLE. IN THE SAHARA DESERT DIGGERS DISCOVERED BEAUTIFUL NATURALISTIC PAINTINGS OF BLACK MEN AND WOMEN MADE THREE THOUSAND YEARS BEFORE CHRIST, AND INDICATING THAT LIFE FLOURISHED THERE.

\*A. THIS PARAGRAPH HELPS.

B. THIS PARAGRAPH DOES NOT HELP.

2675

WHEN THE ARABS SWEEP ACROSS NORTH AFRICA THEY DISCOVERED BLACK CIVILIZATIONS THAT WERE ALREADY THOUSANDS OF YEARS OLD. WHEN EUROPE WAS Mired IN THE IGNORANCE AND ISOLATION OF ITS DARK AGES, POWERFUL KINGDOMS FLOURISHED IN NORTHWEST AFRICA. IT IS POSSIBLE THAT THEY EXCEEDED THE EUROPEAN MONARCHIES IN WEALTH, ORGANIZATION, AND INTELLECTUAL ATTAINMENT.

\*A. THIS PARAGRAPH HELPS.

B. THIS PARAGRAPH DOES NOT HELP.

2276

THE AFRICANS WERE CERTAINLY ON AN ECONOMIC PAR WITH EUROPE. THE BASIS OF WEALTH WAS AGRICULTURE. DISPITE THE PROBLEMS PRESENTED BY THE JUNGLE AND INSECTS, AFRICANS WERE AMONG THE BEST FARMERS IN THE WORLD. THEY HAD VARIETY IN THEIR CROPS, USED FERTILIZERS, AND RAISED CATTLE, SHEEP AND CHICKENS.

A. THIS PARAGRAPH HELPS.

B. THIS PARAGRAPH DOES NOT HELP.

2277

#### DIRECTIONS

READ EACH OF THE FOLLOWING PARAGRAPHS AND INDICATE WHICH OF THEM WOULD HELP SHOW HOW INSURANCE PROTECTS PEOPLE, THEIR DEPENDENTS, AND THEIR PROPERTY.

0233

ALMA GUBBINS LOST HER HUSBAND IN A TERRIBLE FIRE ACCIDENT. ALMA'S CHILDREN WERE ABLE TO GRADUATE FROM HIGH SCHOOL YEARS LATER, HOWEVER, BECAUSE HER HUSBAND HAD TAKEN OUT A WHOLE LIFE POLICY THREE WEEKS BEFORE THE ACCIDENT.

\*A. THIS PARAGRAPH HELPS.

B. THIS PARAGRAPH DOES NOT HELP.

2678

IN A RECENT ANALYSIS CONDUCTED BY THE CONSUMER UNION, THE SEVENTEEN MAJOR AUTOMOBILE INSURANCE AGENCIES WERE LISTED IN DESCENDING ORDER FROM MOST ACCEPTABLE TO LEAST ACCEPTABLE. IT WAS SURPRISING TO SEE HOW UNALIKE THE MAJOR COMPANIES WERE.

A. THIS PARAGRAPH HELPS.

\*B. THIS PARAGRAPH DOES NOT HELP.

2679

THE RATES OF HOSPITAL INSURANCE SEEM TO BE GOING UP ALMOST FASTER THAN THE COST OF DAILY HOSPITAL RATES. IT IS ALMOST LESS EXPENSIVE TO BE SICK THAN IT IS TO PAY THE PREMIUMS ON MOST MAJOR-MEDICAL POLICIES.

A. THIS PARAGRAPH HELPS.

\*B. THIS PARAGRAPH DOES NOT HELP.

2680

#### DIRECTIONS

AFTER THE GIVEN SENTENCES ARE LISTED SOME FACTS. STUDY EACH OF THESE FACTS AND IF YOU BELIEVE THAT IT COULD BE USED TO HELP PROVE THE GENERAL STATEMENT, CHOOSE THE WORD \*YES\*. IF YOU BELIEVE THAT THE FACT DOES NOT HELP TO PROVE THE GENERAL STATEMENT, CHOOSE THE WORD \*NO\*.

0234

SAMUEL SLATER WAS AN ENGLISHMAN WHO BROUGHT TO AMERICA THE SECRET OF THE MACHINE WEAIVING OF TEXTILES. HE BUILT THE FIRST

AMERICAN TEXTILE MILL AT PAWTUCKET, RHODE ISLAND.

SLATER LIVED IN NEW YORK.

2681

A. YES

\*B. NO

PAWTUCKET WAS CHOSEN BECAUSE OF THE AVAILABLE WATER POWER TO RUN SLATER'S MILL.

2682

\*A. YES

B. NO

SLATER WORKED AS A BRICK LAYER BEFORE WORKING IN A BRITISH FACTORY.

2683

A. YES

\*B. NO

IT WAS AGAINST THE LAW TO TAKE THE BLUEPRINTS OF MACHINERY OUT OF ENGLAND.

2684

\*A. YES

B. NO

SLATER WAS OF GERMAN BACKGROUND EVEN THOUGH HE WAS BORN IN ENGLAND.

2685

\*A. YES

B. NO

SLATER'S WIFE CAME TO THE U. S. WITH HIM.

2686

A. YES

\*B. NO

#### DIRECTIONS

YOU HAVE BEEN ASSIGNED THE TOPIC THE RISE OF THE MIDDLE CLASS IN EUROPE. READ THE FOLLOWING PARAGRAPHS AND SEE WHICH ONES HELP WITH YOUR REPORT. CHOOSE \*A\* IF THE PARAGRAPH HELPS. CHOOSE \*B\* IF THE PARAGRAPH DOES NOT HELP.

0235

MOST EUROPEAN PEOPLE OF THAT DAY BELIEVED IN THE TEACHING OF THE ROMAN CATHOLIC CHURCH. THE POPE WAS THOUGHT OF AS THE SPIRITUAL RULER OF ALL WESTERN EUROPE. EVEN THE KINGS OF EUROPE WERE OBLIGED TO ACCEPT HIS DECISIONS.

2687

A. THIS PARAGRAPH HELPS.

\*B. THIS PARAGRAPH DOES NOT HELP.

IN TIME SOME CASTLES DEVELOPED INTO COMMUNITIES CALLED CASTLE TOWNS. EACH CASTLE TOWN NEEDED MEN TO DO SPECIAL JOBS, SUCH AS MAKING SHOES OR CLOTHES. A MAN OR TWO WAS NEEDED TO MAKE ARMOR AND WEAPONS. AS TIME PASSED, SOME OF THESE MEN WHO MADE THINGS FOR OTHERS OPENED LITTLE SHOPS IN THE FRONT ROOMS OF THEIR HOUSES. IN THIS WAY THEY BECAME MERCHANTS AS WELL AS CRAFTSMEN.

2688

\*A. THIS PARAGRAPH HELPS.

B. THIS PARAGRAPH DOES NOT HELP.

DURING THE EARLY MIDDLE AGES THERE WERE TWO CLASSES OF PEOPLE IN EUROPE, THE NOBLES, OR RICH MEN, AND THE PEASANTS, OR POOR PEOPLE. THE NOBLES LIVED IN CASTLES AND OWNED THE LAND. WHEN A NOBLE DIED, HIS LAND AND CASTLE PASSED INTACT TO HIS OLDEST SON. SINCE THE OTHER SONS DID NOT INHERIT THEIR FATHER'S PROPERTY, THEY STAYED IN THEIR CLASS BY GETTING THEMSELVES APPOINTED TO MILITARY OR CHURCH OFFICES OR BY MARRYING THE DAUGHTERS OF NOBLES.

2689

A. THIS PARAGRAPH HELPS.

\*B. THIS PARAGRAPH DOES NOT HELP.

AS THEIR BUSINESSES GREW, THE BEST CRAFTSMEN WERE ALLOWED TO TRAIN APPRENTICES AND SO MAKE MORE GOODS TO SELL. BESIDES SUPPLYING THEIR FELLOW TOWNSMEN WITH SHOES OR CLOTH OR ARMOR, THEY OFTEN MADE SOME TO TRADE FOR OTHER GOODS THEY WANTED. IN THIS WAY THERE GREW UP A MERCHANT CLASS. IT WAS FROM THIS GROUP THAT TRADERS CAME TO VENICE AND GENOA TO BUY GOODS OF THE FAR EAST FOR THE CASTLE TOWNS. WITH THEM THEY BROUGHT WOLLEN CLOTH FOR RESALE IN THE EAST.

2690

\*A. THIS PARAGRAPH HELPS.

B. THIS PARAGRAPH DOES NOT HELP.

THE MIDDLE AGES 500-1500 WAS A PERIOD OF IGNORANCE AND SUPERSTITION. VERY FEW PEOPLE EXCEPT THE CLERGY WERE EDUCATED. PEOPLE WERE WILLING TO BELIEVE FANTASTIC THINGS, EVEN TO THE EXISTENCE OF GIANTS, DRAGONS, AND TWO HEADED CREATURES. MANY WERE CONVINCED THAT THE WORLD WAS FLAT AND THAT A SHIP WHICH SAILED OVER THE EDGE WOULD FALL OFF.

2691

A. THIS PARAGRAPH HELPS.

\*B. THIS PARAGRAPH DOES NOT HELP.

AS MERCHANTS AND TRADERS MADE MONEY AND IMPROVED THEIR CONDITION, THEY GRADUALLY FORMED A THIRD SOCIAL CLASS. THE NOBLES, BORN INTO THEIR CLASS, LOOKED DOWN UPON THE MERCHANTS, WHILE THE SERFS LOOKED UP TO THEM. ANYONE WITH INTELLIGENCE AND THE WILL TO WORK COULD RISE TO AN IMPORTANT PLACE IN THE MERCHANT CLASS, NO MATTER HOW LOWLY HIS BIRTH... IT IS IMPORTANT TO NOTE THAT THE MERCHANTS WEALTH WAS IN MONEY, DOCKS, WAREHOUSES, AND EQUIPMENT AND NOT IN LAND. BY THE 1400'S THE POSSESSION OF MONEY MADE A MAN ALMOST AS IMPORTANT AS THE POSSESSION OF LAND AND A TITLE.

2692

\*A. THIS PARAGRAPH HELPS.

B. THIS PARAGRAPH DOES NOT HELP.

#### DIRECTIONS

SELECT THE STATEMENT BELOW THAT WOULD HELP PROVE THE GIVEN SENTENCE.

0236

THE DEFEAT OF THE SPANISH ARMADA WAS A TURNING POINT IN HISTORY.

2693

A. THE BRITISH SANK THE ARMADA IN 1588.

B. SIR FRANCIS DRAKE FOUGHT FOR THE BRITISH.

\*C. THE DEFEAT OF THE ARMADA ALLOWED THE BRITISH TO COLONIZE NORTH AMERICA.

D. THE DEFEAT OF THE ARMADA WAS A GREAT PERSONAL VICTORY FOR QUEEN ELIZABETH.

KING HENRY VIII WAS AN IMPORTANT BRITISH KING.

2694

A. HENRY HAD ANN BOLEYN EXECUTED.

B. HENRY WAS THE FATHER OF QUEEN ELIZABETH I.

C. HENRY WAS MARRIED SIX TIMES.

\*D. ENGLAND BROKE WITH ROME UNDER HENRY.

#### DIRECTIONS

YOUR ASSIGNMENT IS THE STORY OF THE OKLAHOMA TERRITORY LAND RUSH. BELOW ARE SEVERAL PARAGRAPHS FOR YOU TO READ CAREFULLY. CHOOSE \*A\* IF THE PARAGRAPH PROVIDES USEFUL INFORMATION FOR THAT TOPIC. CHOOSE \*B\* IF THE PARAGRAPH IS NOT USEFUL.

0237

THEN THEY COMMENCED A WILD TEAR RACE OUT EAST, AND EACH MAN, AS HE FOUND AN UNCLAIMED LOT, PROCEEDED TO STAKE IT OUT AND TO HOLD

2695



IT DOWN. THE PROCESS OF SECURING THE LOTS, AS IN GENERAL ADOPTION, IS SIMPLE IN THE EXTREME. FIRST OF ALL A STAKE IS DRIVEN IN THE GROUND, WITH OR WITHOUT A PLACER ATTACHED, SETTING FORTH THE NAME OF THE CLAIMANT. THEN THE NEW OWNER PACES OFF THE GROUND HE PROPOSES TO OCCUPY FOR A RESIDENCE OR BUSINESS HOUSE.

\*A. THIS PARAGRAPH HELPS.

B. THIS PARAGRAPH DOES NOT HELP.

2696

THE VOICES OF THE MEN PULSED POWERFULLY AND CHEERFULLY ACROSS THE NARROWING FIELD OF UNREAPED GRAIN, THE PRAIRIE HENS LED FORTH THEIR BROODS TO FEED, AND AT LAST, FATHER'S LONG-DRAWN, AND MUSICAL CRY, TURN OUT ALL HANDS TURN OUT RANG WITH RESTFUL SIGNIFICANCE THROUGH THE DUSK.

A. THIS PARAGRAPH HELPS.

\*B. THIS PARAGRAPH DOES NOT HELP.

2697

... HE WOULD BE A RASH PROPHET WHO SHOULD ASSERT THAT THE EXPANSIVE CHARACTER OF AMERICAN LIFE HAS NOW ENTIRELY CEASED. MOVEMENT HAS BEEN ITS DOMINANT FACT, AND, UNLESS THIS TRAINING HAS NO EFFECT UPON A PEOPLE, THE AMERICAN ENERGY WILL CONTINUALLY DEMAND A WIDER FIELD FOR ITS EXERCISE. BUT NEVER AGAIN WILL SUCH GIFTS OF FREE LAND OFFER THEMSELVES...

A. THIS PARAGRAPH HELPS.

\*B. THIS PARAGRAPH DOES NOT HELP.

2698

FEW OF THE THOUSANDS OF SEEKERS OF SOMETHING FOR NOTHING, WHO HAVE USED THIS CITY AS THEIR LAST HALTING PLACE PRIOR TO MAKING THE RUSH INTO OKLAHOMA, WENT TO BED LAST NIGHT. THEY SPENT THE NIGHT ON THE STREET, AT THE DEPOT, AND IN AND OUT OF HOTEL LOBBIES.

\*A. THIS PARAGRAPH HELPS.

B. THIS PARAGRAPH DOES NOT HELP.

2699

TWO MEN GOT ON THE COWCATCHER OF THE LOCOMOTIVE IN ORDER TO REACH THE LAND QUICKER BUT HAD TO BE REMOVED. ON A LATER TRAIN, HOWEVER, A MAN RODE THE WHOLE JOURNEY OF EIGHTY-NINE MILES ON THE COWCATCHER. THERE WERE ONLY TWO LADIES ON THE TRAIN.

\*A. THIS PARAGRAPH HELPS.

B. THIS PARAGRAPH DOES NOT HELP.

0238

THE FOLLOWING ARE SELECTIONS FROM A BOOK CALLED \*TOMAS TAKES CHARGE\*. READ THEM. YOU ARE TRYING TO FIND OUT WHAT TOMAS LOOKS LIKE. WHICH PARAGRPHS HELP YOUO

TOMAS WAS ELEVEN AND BEGINNING TO GROW. THE OLD RED STRIPED T-SHIRT WAS TOO SHORT. SO WERE LAST YEARS SUIT PANTS, BUT HIS RUBBER THONG SANDALS, FOUND IN A TRASH CAN, FITTED JUST RIGHT.

2700

\*A. THIS PARAGRAPH HELPS.

B. THIS PARAGRAPH DOES NOT HELP.

2701

THE EVENING WAS COOL FOR THE 1ST OF JULY--IN FACT PERFECT. SOON THE STREET LIGHTS CAME ON. TOMAS JUMPED TO THE SIDEWALK, GAVE A CRATE A FAREWELL PAT, AND PICKED UP THE ONION AND TWO PIMENTOS HE HAD FOUND. THEY HAD BEEN LYING INSIDE THE CRATES LIKE A PRESENT.

A. THIS PARAGRAPH HELPS.

\*B. THIS PARAGRAPH DOES NOT HELP.

2702

THE APARTMENT WHERE TOMAS LIVED WAS IN ONE OF THE FEW APARTMENT BUILDINGS LEFT IN THE MARKET. TOMAS CLIMBED THE THREE FLIGHTS OF STAIRS, PUSHED OPEN THE DOOR, AND STEPPED INTO THE KITCHEN. HIS SISTER FERNANDA LOOKED UP. WITHOUT ASKING, HE KNEW WHAT SHE

WANTED TO KNOW.

A. THIS PARAGRAPH HELPS.

\*B. THIS PARAGRAPH DOES NOT HELP.

TOMAS LEANED AGAINST THE ROUGH, NEW-SMELLING BOARDS OF THE CRATE AND CLOSED HIS EYES AGAIN. THIS TIME HE WOULD COUNT TO 50. HIS THICK HAIR WAS DUSTY BLACK, HIS FACE, PALE, EXCEPT FOR THE BROWN-PURPLE SHADOWS UNDER HIS CLOSED EYES. THE SHADOWS WERE FROM HUNGER, A HUNGER WHICH HAD BEEN GROWING FOR DAYS.

\*A. THIS PARAGRAPH HELPS.

B. THIS PARAGRAPH DOES NOT HELP.

27A3

\*\*\*\*\*

GIVEN A GROUP OF SENTENCES CONTAINING INCOMPLETED ANALOGIES THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DRAW RELATIONSHIPS BETWEEN STATEMENTS BY CHOOSING THE CORRECT WORD TO COMPLETE THE ANALOGY. %16

0014

DIRECTIONS - AN ANALOGY IS A LIKENESS IN SOME RESPECT BETWEEN THINGS THAT ARE OTHERWISE UNLIKE. FOR EXAMPLE - CAMERA IS TO PHOTOGRAPHER AS TYPEWRITER IS TO SECRETARY. THE SENTENCE BELOW, IF COMPLETED CORRECTLY, STATES AN ANALOGY. FROM THE THREE WORDS AT THE END OF THE SENTENCE, SELECT THE CORRECT ONE.

0014

PEAR IS TO FRUIT AS RASS IS TO -

\*A. FISH

B. BAIT

C. WATER

3100036

3100036

3100036

3100036

ARROW IS TO BOW AS SPINNER IS TO -

A. TOP

\*B. FISHING POLE

C. JEWELRY

3100037

3100037

3100037

3100037

PREY IS TO PRAY AS SCENE IS TO -

\*A. SEEN

B. SCREEN

C. SCENT

3100038

3100038

3100038

3100038

NYLON IS TO CLOTH AS MAHOGANY IS TO -

\*A. WOOD

B. OAK

C. CARPENTER

3100040

3100040

3100040

3100040

LAND IS TO AIRPLANE AS BEACH IS TO A -

A. DOCK

\*B. SHIP

C. SAILOR

3100041

3100041

3100041

3100041

HAPPY IS TO SAD AS FEAST IS TO -

\*A. STARVE

B. FOOD

C. EAT

3100042

3100042

3100042

3100042

THAW IS TO SPRING AS FREEZE IS TO -

\*A. WINTER

B. ICEROX

C. FALL

3100043

3100043

3100043

3100043

NIBBLE IS TO BITE AS PAT IS TO -

- \*A. HIT
- B. RAIN
- C. BACK

3100044  
3100044  
3100044  
3100044

STALGMITE IS TO CAVE AS GLACIER IS TO -

- A. SKIING
- \*B. MOUNTAINS
- C. ICE

3100045  
3100045  
3100045  
3100045

ART MUSEUM IS TO PAINTINGS AS PLANETARIUM IS TO -

- A. FISH
- B. ROCKS
- \*C. STARS

3100046  
3100046  
3100046  
3100046

ZINC IS TO METAL AS PIEBALD IS TO -

- \*A. HORSE
- B. PIE
- C. ORE

3100047  
3100047  
3100047  
3100047

AUDIBLE IS TO SOUND AS VISIBLE IS TO -

- A. EYE
- \*B. SIGHT
- C. INVISIBLE

3100048  
3100048  
3100048  
3100048

TINY IS TO ENORMOUS AS DARK IS TO -

- \*A. LUMINOUS
- B. BLACK
- C. SPECTER

3100049  
3100049  
3100049  
3100049

SOMBRERO IS TO DERBY AS BRONZE IS TO -

- A. COLOR
- \*B. BLUE
- C. METAL

3100050  
3100050  
3100050  
3100050

KITCHEN IS TO HOUSE AS GALLEY IS TO A -

- A. RESTAURANT
- B. TRAIN
- \*C. SHIP

3100051  
3100051  
3100051  
3100051

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DRAW INFERENCES BY  
DETERMINING THE CERTAINTY OF SELECTED STATEMENTS BASED ON  
EVIDENCE IN THE PASSAGE. %19

0307

DIRECTIONS - AFTER READING THE PARAGRAPH, READ EACH STATEMENT  
CAREFULLY. THEN DECIDE WHETHER IT IS \*PROBABLY TRUE\*,  
\*PROBABLY FALSE\*, OR THAT IT IS \*IMPOSSIBLE TO SAY\* WHETHER IT IS  
TRUE OR FALSE FROM THE INFORMATION PROVIDED IN THE PARAGRAPH.

0227

RAM IS A TOOTHLESS LITTLE MAN WHO LIVES IN A SMALL VILLAGE  
IN INDIA. HE IS A POOR TENANT FARMER. HE CANNOT READ OR WRITE,  
BUT HE IS IN NO RESPECT DIFFERENT FROM MILLIONS OF OTHERS. AT  
39, HE LOOKS AND FEELS LIKE AN OLD MAN. HE AND HIS WIFE HAD  
SEVEN CHILDREN, BUT ONLY THREE, TWO SONS AND A DAUGHTER, ARE  
STILL ALIVE. BOTH OF HIS SONS ARE MARRIED AND LIVE WITH HIM. HE  
IS WORRIED BECAUSE HIS DAUGHTER IS NOT YET MARRIED.

RAM IS A HINDU.

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- \*C. CAN'T SAY

2644

RAM RAISES ENOUGH CROPS TO SELL FOR A PROFIT.

- A. PROBABLY TRUE
- \*B. PROBABLY FALSE
- C. CAN'T SAY

2645

RAM GREW TIRED TRYING TO MAKE A LIVING.

- \*A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

2646

RAM HAS TO SUPPORT HIS DAUGHTER UNTIL SHE IS MARRIED.

- \*A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

2647

READ THE FOLLOWING PASSAGE.

228

JOHN SMITH, WHO LATER BECAME PRESIDENT OF JAMESTOWN'S COUNCIL OF SEVEN, REALIZED THAT THE WEALTH OF THE LAND AROUND JAMESTOWN WAS IN THE SOIL, NOT IN GOLD. THERE IS NOTHING TO BE GAINED HERE EXCEPT BY HARD WORK, HE WROTE TO THE DIRECTORS OF THE COUNTRY.

READ EACH OF THE FOLLOWING STATEMENTS CAREFULLY. THEN DECIDE WHETHER IT IS \*PROBABLY TRUE\*, \*PROBABLY FALSE\*, OR THAT YOU ARE \*UNABLE TO SAY\* WHETHER IT IS TRUE OR FALSE FROM THE INFORMATION PROVIDED IN THE ABOVE PARAGRAPH. CHOOSE THE LETTER OF YOUR CHOICE.

SMITH WILL SUGGEST THAT MORE TIME BE SPENT IN PLANTING AND CARING FOR CROPS.

- \*A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

2648

SMITH WILL ORGANIZE A GOLD SEEKING EXPEDITION.

- A. PROBABLY TRUE
- \*B. PROBABLY FALSE
- C. CAN'T SAY

2649

LAZY SETTLERS WILL FIND THEMSELVES IN TROUBLE WITH SMITH.

- \*A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

2650

JOHN SMITH WILL URGE THAT NEWCOMERS TO JAMESTOWN BE BLACKSMITHS AND CARPENTERS RATHER THAN GENTLEMAN SCHOLARS.

- \*A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

2651

JOHN SMITH WILL CARRY ON TRADE WITH THE INDIANS.

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- \*C. CAN'T SAY

2652

READ THE FOLLOWING PASSAGE -

22

IN THE SPRING OF 1542, CORONADO AND HIS MEN RETREATED FROM THE GREAT PLAINS, BACK TO MEXICO WHERE THE EXPEDITION HAD STARTED. THERE WAS NO GOLD CIBOLA OR QUIVERA, OR ANYWHERE ELSE ON THE PLAINS. THERE WAS NOTHING BUT WASTELAND, FIT ONLY FOR INDIANS AND BUFFALO.

CORONADO'S MEN HEADED SOUTH AND THE GRASS BEHIND THEM ROSE BACK IN PLACE LEAVING NO TRACE THAT THESE INVADERS HAD EVER PASSED THAT WAY.

READ EACH OF THE FOLLOWING STATEMENTS CAREFULLY. THEN DECIDE WHETHER IT IS \*PROBABLY TRUE\*, \*PROBABLY FALSE\*, OR THAT YOU ARE \*UNABLE TO SAY\* WHETHER IT IS TRUE OR FALSE FROM THE INFORMATION PROVIDED IN THE ABOVE PARAGRAPH. CHOOSE THE LETTER OF YOUR CHOICE.

THE LONDON COMPANY WAS MORE INTERESTED IN QUICK PROFITS THAN IN BUILDING A COLONY.

2653

- \*A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

CORONADO WILL RETURN TO THE GREAT PLAINS.

2654

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- \*C. CAN'T SAY

THE SPANIARDS WERE EQUIPPED TO MAKE A LIVING ON THE PLAINS.

2655

- A. PROBABLY TRUE
- \*B. PROBABLY FALSE
- C. CAN'T SAY

CORONADO'S MEN WERE DISCOURAGED.

2656

- \*A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

THE PURPOSE OF THE EXPEDITION WAS TO HUNT BUFFALO.

2657

- A. PROBABLY TRUE
- \*B. PROBABLY FALSE
- C. CAN'T SAY

LATER VISITORS TO THE GREAT PLAINS WOULD FIND THEM TO BE USEFUL, FERTILE LANDS.

2658

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- \*C. CAN'T SAY

READ THE SELECTION.

230

HE HAD BEEN STRICKEN WITH TYPHOID FEVER DURING HIS FIRST YEAR OF TEACHING, AND ELLEN CREIGHTON HAD PATIENTLY NURSED HIM BACK TO HEALTH WITH THE SKILL SHE HAD LEARNED OVER THE YEARS. THERE WAS A STRONG TIE OF AFFECTION BETWEEN THE TWO OF THEM. ELLEN COUNTED SHADRACK AS A PART OF HER FAMILY AND LOOKED AFTER HIM AS SHE DID HER OWN, AND SHADRACK YALE, IN TURN, SHOWED A THOUGHTFUL COURTESY FOR HER THAT FEW WOMEN OF THE PRAIRIES RECEIVED FROM THEIR OWN SONS.

READ EACH OF THE FOLLOWING STATEMENTS CAREFULLY. THEN DECIDE WHETHER IT IS \*PROBABLY TRUE\*, \*PROBABLY FALSE\*, OR THAT IT IS \*IMPOSSIBLE TO SAY\* WHETHER IT IS TRUE OR FALSE FROM THE INFORMATION PROVIDED IN THE PARAGRAPH. CHOOSE THE LETTER OF YOUR CHOICE.

SHADRACK YALE LIVED IN THE CREIGHTON CABIN.

2659

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- \*C. CAN'T SAY

ELLEN CREIGHTON DIDN'T TAKE GOOD CARE OF HER OWN FAMILY.

2660

- A. PROBABLY TRUE
- \*B. PROBABLY FALSE
- C. CAN'T SAY

SHADRACK YALE WAS A SKILLFUL TEACHER.

2661

- A. PROBABLY TRUE



- B. PROBABLY FALSE
- \*C. CAN'T SAY

PRAIRIE WOMEN WEREN'T CODDLED.

2662

- \*A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO IDENTIFY THE CENTRAL ISSUE BY SELECTING IT AFTER READING A GIVEN SELECTION. %60

0305

READ THE FOLLOWING PARAGRAPH.

220

BEFORE THE EUROPEANS ARRIVED NONE OF THE INDIANS HAD LEARNED TO USE WHEELS. MOST OF THEIR HEAVY BURDENS WERE DRAGGED ALONG THE GROUND OR CARRIED ON THEIR BACKS OR IN THEIR CANOES. SOME SOUTH AMERICAN TRIBES USED ALPACAS OR LLAMAS AS BEASTS OF BURDEN. EUROPEANS, ON THE OTHER HAND HAD KNOWN ABOUT WHEELS FOR THOUSANDS OF YEARS. THEY WERE ABLE TO MOVE HEAVY LOADS IN CARTS, GRIND GRAIN IN GRIST MILLS, AND DO MANY OTHER JOBS WHICH WERE IMPOSSIBLE FOR THE INDIANS TO DO.

SELECT THE SENTENCE THAT TELLS THE MAIN IDEA OF THIS PARAGRAPH.

- A. IN SOUTH AMERICA ANIMALS WERE USED TO CARRY BURDENS.
- \*B. THE EUROPEANS BROUGHT THE WHEEL WITH ITS MANY USES TO THE NEW WORLD.
- C. IT WAS POSSIBLE TO GRIND GRAIN INTO FLOUR BY USING A FORM OF WHEEL - THE GRIST MILL.

2637

READ THE FOLLOWING PARAGRAPH.

221

SOME OF THE IMPORTANT EVENTS THAT PRECEDED THE CIVIL WAR INCLUDED THE COMPROMISE OF 1850, THE SEVENTH OF MARCH SPEECH BY DANIEL WEBSTER, THE KANSAS-NEBRASKA ACT, THE FORMATION OF THE REPUBLICAN PARTY, TROUBLE IN KANSAS, THE DRED SCOTT CASE, THE LINCOLN-DOUGLAS DEBATES, AND THE ELECTION OF LINCOLN AS PRESIDENT IN 1860. AS THE NEWLY ELECTED PRESIDENT SAID FAREWELL TO SPRINGFIELD, ILLINOIS, BEFORE LEAVING FOR WASHINGTON, CERTAIN PEOPLE IN THE SOUTH WERE ALREADY THINKING OF SECESSION FROM THE UNION.

SELECT THE SENTENCE THAT TELLS THE MAIN IDEA OF THIS PARAGRAPH.

- A. THE MAIN CAUSE OF THE CIVIL WAR WAS THE ELECTION OF LINCOLN.
- \*B. THERE WERE MANY EVENTS THAT LED TO THE SECESSION OF THE SOUTH FROM THE UNION CULMINATED BY THE ELECTION OF LINCOLN IN 1860.
- C. LINCOLN LEFT FOR WASHINGTON AFTER BEING ELECTED PRESIDENT IN 1860.

2638

READ THE PARAGRAPH BELOW.

222

...OUR GOVERNMENT IS NOT THE MASTER BUT THE CREATURE OF THE PEOPLE. THE DUTY OF THE STATE TOWARD THE CITIZENS IS THE DUTY OF THE SERVANT TO ITS MASTER. THE PEOPLE HAVE CREATED

IT, THE PEOPLE, BY COMMON CONSENT, PERMIT ITS CONTINUAL EXISTENCE.

SELECT THE SENTENCE THAT TELLS THE MAIN IDEA OF THE PARAGRAPH.

- A. BY COMMON CONSENT THE PEOPLE ALLOW THE STATE TO GOVERN WITHOUT MUCH RESTRAINT.
- \*B. GOVERNMENT IS THE SERVANT OF THE PEOPLE.
- C. IT IS THE DUTY OF ALL CITIZENS TO TAKE PART IN GOVERNMENT AFFAIRS.

2639

READ THE PARAGRAPH BELOW.

223

RECENTLY A CAREFUL STUDY WAS MADE OF THE CONCENTRATION OF BUSINESS IN THE UNITED STATES. IT SHOWED THAT OUR ECONOMIC LIFE WAS DOMINATED BY SOME SIX HUNDRED ODD CORPORATIONS WHO CONTROLLED TWO-THIRDS OF AMERICAN INDUSTRY. TEN MILLION SMALL BUSINESS MEN DIVIDED THE OTHER THIRD. MORE STRIKING STILL, IT APPEARED THAT IF THE PROCESS OF CONCENTRATION GOES ON AT THE SAME RATE, AT THE END OF ANOTHER CENTURY WE SHALL HAVE ALL AMERICAN INDUSTRY CONTROLLED BY A DOZEN CORPORATIONS, AND RUN BY PERHAPS A HUNDRED MEN . . . . CLEARLY, ALL THIS CALLS FOR A RE-APPRAISAL OF VALUES.

SELECT THE SENTENCE THAT TELLS THE MAIN IDEA OF THE PARAGRAPH.

- \*A. OUR ECONOMIC LIFE IS DOMINATED BY A RELATIVELY FEW LARGE CORPORATIONS.
- B. SMALL BUSINESS MEN ARE NECESSARY FOR THE DEMOCRATIC GROWTH OF OUR SOCIETY.
- C. MANY BUSINESS MEN WILL BE AFRAID TO INVEST IN PRODUCTS AND BUILDINGS.

2640

READ THE FOLLOWING PARAGRAPH.

224

THE \*WHITE BACKLASH\* ALREADY HAS BECOME A FACTOR IN ELECTIONS FROM ONE END OF THE COUNTRY TO ANOTHER...AMONG LONG-TIME CIVIL RIGHTS LEADERS...THERE WAS MOUNTING FEAR...THAT THE DAYS OF WIDE NATIONAL SUPPORT FOR CIVIL RIGHTS HAD COME TO AT LEAST A TEMPORARY END...

SELECT THE SENTENCE THAT TELLS THE MAIN IDEA OF THE PARAGRAPH.

- A. THE NEGRO HAS BEEN DENIED HIS RIGHTS FOR MANY YEARS.
- B. MANY WHITE LEADERS HAVE WORKED WITH NEGRO GROUPS TO GAIN EQUALITY FOR THE LATTER.
- C. NEGROES HAVE NOT SUPPLIED ENOUGH LEADERS FROM THEIR OWN GROUPS. THERE IS TOO MUCH DEPENDENCE ON SYMPATHETIC WHITES.
- \*D. THE WHITE PEOPLE SEEM TO HAVE LOST SYMPATHY WITH THE DEMANDS OF THE NEGROES.

2641

READ THE FOLLOWING PARAGRAPH.

225

URBAN RENEWAL PROJECTS ARE HELPFUL WHEN THEY TAKE INTO CONSIDERATION THE NEEDS OF THE PEOPLE AND BUSINESSES IN THE RENEWAL AREAS. THESE PROJECTS HARM SLUM RESIDENTS WHEN SUFFICIENT REPLACEMENT HOUSING IS NOT BUILT, WHEN THE RENTS FOR REPLACEMENT HOUSING ARE TOO HIGH, AND WHEN THE MORE

BASIC CAUSES OF SLUMS ARE NOT UPROOTED AND ELIMINATED.

SELECT THE SENTENCE THAT TELLS THE MAIN IDEA OF THE PARAGRAPH.

- ☐ A. LAWS SHOULD BE PASSED TO AID SLUM DWELLERS.  
☐ B. SLUM DWELLERS SUFFER FROM URBAN RENEWAL.  
☒ C. URBAN RENEWAL PROJECTS CAN BE HELPFUL OR HARMFUL.

2642

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO IDENTIFY THE CENTRAL IDEA BY SELECTING A BEST TITLE FOR IT AFTER READING A GIVEN PARAGRAPH. %10

0306

READ THE PARAGRAPH BELOW.

226

THE GEORGE WASHINGTON OF SOUTH AMERICA IS THE NAME GIVEN TO SIMON BOLIVAR. AS A YOUNG MAN, HE SWORE TO FREE HIS HOMELAND FROM THE RULE OF SPAIN. HE WON HIS FIRST BATTLE AGAINST THE SPANISH IN 1813, BUT SOON THEREAFTER HE WENT TO EUROPE. IN FRANCE HE MET MIRANDA, ANOTHER REVOLUTIONARY OF VENEZUELA. FILLED WITH THE IDEA OF RIDDING SOUTH AMERICA OF SPANISH RULE, HE RETURNED AND GATHERED A NEW ARMY. CROSSING THE ANDES, HE SURPRISED THE SPANISH ARMY AND DEFEATED IT IN COLOMBIA. IN 1821 HE BEAT THE SPANIARDS AGAIN AND FREED VENEZUELA.

CHOOSE THE \*BEST\* TITLE FOR THE ABOVE PARAGRAPH.

- ☐ A. THE RULE OF THE SPANISH IN LATIN AMERICA  
☐ B. WEAPONS USED IN THE WAR OF INDEPENDENCE  
☒ C. THE REVOLUTIONARY CAREER OF SIMON BOLIVAR

2643

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE STATED AND UNSTATED ASSUMPTIONS BY IDENTIFYING THEM AFTER READING A GIVEN PARAGRAPH. %320

0309

READ THE FOLLOWING PARAGRAPH.

239

AS THE DEPRESSION DEVELOPED, MANY PEOPLE BEGAN TO PULL THEIR SAVINGS OUT OF BANKS. THE BANKS HAD LOANED SOME OF THIS MONEY TO INDIVIDUALS AND CORPORATIONS. THEY WERE FORCED TO CALL IN DEBTS. BUT MOST DEBTORS COULD NOT MEET THEIR OBLIGATIONS TO THE BANKS. CONSEQUENTLY THE BANKS COULD NOT MEET THEIR OBLIGATIONS. MANY BANKS CLOSED. PEOPLE WHO DEPOSITED MONEY IN THESE BANKS LOST THEIR SAVINGS.

ITEM-- IF THE STATEMENT LISTED BELOW IS A STATED ASSUMPTION IN THE ABOVE PARAGRAPH, CIRCLE THE \*A\*. IF THE STATEMENT IS AN UNSTATED ASSUMPTION, CIRCLE THE \*B\*.

- ☒ MANY PEOPLE WITHDREW THEIR SAVINGS FROM BANKS.  
☐ \*A. STATED  
☐ B. UNSTATED

2704

THE CLOSING OF MANY BANKS HASTENED THE FINANCIAL CRASH.

2705

- A. STATED
- \*B. UNSTATED

BANKS ARE ESSENTIAL TO THE SUCCESSFUL OPERATION OF THE BUSINESS COMMUNITY.

2706

- A. STATED
- \*B. UNSTATED

DEPOSITORS IN MANY BANKS LOST THEIR LIFE SAVINGS WHEN THE INSTITUTIONS CLOSED.

2708

- \*A. STATED
- B. UNSTATED

BANKS LOAN MONEY TO BUSINESS CORPORATIONS.

2708

- \*A. STATED
- B. UNSTATED

READ THE FOLLOWING PARAGRAPH.

240

WHO BUILT AMERICA THE ANSWER IS IMMIGRANTS AND THE SONS AND DAUGHTERS OF IMMIGRANTS. THE SPANIARDS WERE THE FIRST IMMIGRANTS TO BUILD A PERMANENT SETTLEMENT IN WHAT IS NOW THE UNITED STATES. THE PILGRIMS WERE AMONG THE FIRST TO ARRIVE IN NEW ENGLAND. IMMIGRANTS HAVE BEEN COMING TO AMERICA EVER SINCE. GEORGE WASHINGTON'S ANCESTORS WERE ONCE IMMIGRANTS. SO, TOO, WERE ABRAHAM LINCOLN'S ANCESTORS. INDEED, ALL OF THE WESTERN HEMISPHERE, INCLUDING CANADA AND THE COUNTRIES OF LATIN AMERICA, HAS BEEN SETTLED BY PEOPLE WHO MOVED TO THE NEW WORLD FROM OTHER LANDS.

ITEM -- IF THE STATEMENT LISTED BELOW IS A STATED ASSUMPTION IN THE ABOVE PARAGRAPH CIRCLE THE \*A\*. IF THE STATEMENT IS AN UNSTATED ASSUMPTION, CIRCLE THE \*B\*.

AMERICA IS A GREAT COUNTRY BECAUSE MANY DIFFERENT TYPES OF PEOPLE HELPED BUILD THE COUNTRY.

2709

- A. STATED
- \*B. UNSTATED

EXCEPT FOR POSSIBLE INDIAN ANCESTRY, WE ARE ALL DESCENDENTS OF IMMIGRANTS.

2710

- A. STATED
- \*B. UNSTATED

CANADA IS PART OF THE NEW WORLD.

2711

- \*A. STATED
- B. UNSTATED

THE FIRST UNITED STATES IMMIGRANTS WERE SPANISH.

2712

- \*A. STATED
- B. UNSTATED

THE NEW WORLD IS IN THE WESTERN HEMISPHERE.

2713

- \*A. STATED
- B. UNSTATED

READ THE FOLLOWING PARAGRAPH.

241

IT WAS SPRING TRAINING, 1966, AND NEW CHICAGO CUB MANAGER LEO DUROCHER CALLED HIS TROOPS TOGETHER FOR A HEART-TO-HEART. I'M LEO DUROCHER, HE SAID, AND I'M THE MANAGER OF THIS TEAM. I'M TIRED OF THE SAFETY-FIRST BASEBALL THE CUBS HAVE ALWAYS PLAY-

ED. WE'RE GOING TO PLAY THE WAY I'D LIKE TO PLAY. WE'RE GOING TO GAMBLE. LEO PAUSED, LOOKED OVER AT TEAM CAPTAIN RON SANTO, WHO HAS NEVER BEEN KNOWN AS A SPEED MERCHANT, AND SAID, THAT MEANS WE'RE GOING TO RUN, EVEN YOU.

ITEM -- IF THE STATEMENT LISTED BELOW IS A STATED ASSUMPTION IN THE ABOVE PARAGRAPH, CIRCLE THE \*A\*. IF THE STATEMENT IS AN UNSTATED ASSUMPTION, CIRCLE THE \*B\*.

LEO DUROCHER IS AN AGGRESSIVE MANAGER.

2714

A. STATED

\*B. UNSTATED

RON SANTO WAS NOT A FAST RUNNER.

2715

\*A. STATED

B. UNSTATED

DUROCHER THOUGHT THE CUBS COULD WIN BY PLAYING A KIND OF BALL THAT WOULD INVOLVE TAKING CHANCES.

2716

A. STATED

\*B. UNSTATED

DUROCHER WOULD DEMAND THAT ALL PLAYERS WOULD WORK EQUALLY HARD TO GET INTO BETTER SHAPE.

2717

A. STATED

\*B. UNSTATED

THE CUBS WERE NOT A WINNING TEAM.

2718

A. STATED

\*B. UNSTATED

READ THE FOLLOWING PARAGRAPH.

242

HAWAIIAN FARMERS ALSO GROW A NUMBER OF OTHER CROPS -- RICE, COFFEE, BANANAS, NUTS, POTATOES, FRUITS, AND VEGETABLES. THEY ALSO OPERATE A FEW DAIRY FARMS AND POULTRY FARMS AND RAISE BEEF CATTLE. BUT MOST OF THE FARM LAND IS IN THE BIG MONEY CROPS -- SUGAR AND PINEAPPLES. LIKE ALASKA, HAWAII IMPORTS FOOD FROM OTHER STATES.

ITEM -- IF THE STATEMENT LISTED BELOW IS A STATED ASSUMPTION IN THE ABOVE PARAGRAPH, CIRCLE THE \*A\*. IF THE STATEMENT IS AN UNSTATED ASSUMPTION, CIRCLE THE \*B\*.

THE WARM SUNNY CLIMATE ALLOWS HAWAIIANS TO GROW SUGAR AND PINEAPPLE.

2719

A. STATED

\*B. UNSTATED

PEOPLE IN ALASKA EAT FOOD PRODUCED IN OTHER STATES.

2720

\*A. STATED

B. UNSTATED

DAIRY FARMING IN HAWAII USES LESS LAND THAN PINEAPPLE PLANTATIONS.

2721

\*A. STATED

B. UNSTATED

HAWAII HAS MANY PINEAPPLE CANNING FACTORIES.

2722

A. STATED

\*B. UNSTATED

GROWING SUGAR IN HAWAII CAN BE PROFITABLE.

\*A. STATED

B. UNSTATED

2723

READ THE FOLLOWING PARAGRAPH.

243

IN THE SPRING OF 1542, CORONADO AND HIS MEN RETREATED FROM THE GREAT PLAINS, BACK TO MEXICO WHERE THE EXPEDITION HAD STARTED. THERE WAS NO GOLD AT CIBOLA OR QUIVERI, OR ANYWHERE ELSE ON THE PLAINS. THERE WAS NOTHING BUT WASTELAND, FIT ONLY FOR INDIANS AND BUFFALO.

CORONADO'S MEN HEADED SOUTH AND THE GRASS BEHIND THEM ROSE BACK IN PLACE, LEAVING NO TRACE THAT THESE INVADERS HAD EVER PASSED THAT WAY.

ITEM -- IF THE STATEMENT LISTED BELOW IS A STATED ASSUMPTION IN THE ABOVE PARAGRAPH, CIRCLE THE \*A\*. IF THE STATEMENT IS AN UNSTATED ASSUMPTION, CIRCLE THE \*B\*.

CORONADO WAS SEEKING GOLD ON THE GREAT PLAINS.

2724

A. STATED

\*B. UNSTATED

TO CORONADO'S MEN, THE GREAT PLAINS APPEARED USELESS.

2725

\*A. STATED

B. UNSTATED

CORONADO BEGAN HIS JOURNEY IN MEXICO.

2726

\*A. STATED

B. UNSTATED

CORONADO AND HIS MEN EXPECTED TO FIND QUIVERA A GOLDEN CITY INSTEAD OF THATCH - ROOFED INDIAN VILLAGE.

2727

A. STATED

\*B. UNSTATED

SPANIARDS HAD DIFFERENT NEEDS THAN INDIANS.

2728

A. STATED

\*B. UNSTATED

READ THE FOLLOWING PARAGRAPH.

244

DISGUST WAS DEEPENING. HUNDREDS OF THOUSANDS OF AMERICAN BOYS WERE RETURNING FROM EUROPE, IRRITATED BY THE GOUGING %CHEATING% FRENCH SHOPKEEPERS AND MOST FAVORABLY IMPRESSED BY THE BLONDE GERMAN GIRLS. AMERICANS EVERYWHERE WERE SAYING THAT EUROPE COULD JOLLY WELL \*STEW IN ITS OWN JUICE\*. IN THE FACE OF SUCH WIDESPREAD DISILLUSIONMENT, WILSON WOULD HAVE HIS TROUBLES IN AROUSING THE PEOPLE AGAIN . . .

ITEM -- IF THE STATEMENT LISTED BELOW IS A STATED ASSUMPTION IN THE ABOVE PARAGRAPH, CROSS OFF THE \*S\*. IF THE STATEMENT IS AN UNSTATED ASSUMPTION, CROSS OFF THE \*U\*.

SOME SOLDIERS HAD DOUBTS AS TO WHETHER OR NOT WE HAD PERHAPS FOUGHT THE WRONG \*ENEMY\*.

2729

A. STATED

\*B. UNSTATED

THE COUNTRY WILL NOW RETURN TO \*ISOLATIONISM\*.

2730



- A. STATED
- \*B. UNSTATED

THE GERMAN GIRLS WERE MUCH ADMIRER BY THE AMERICAN SOLDIER. 2731

- \*A. STATED
- B. UNSTATED

AMERICA HAD BEEN \*SOLD DOWN THE RIVER\* BY AN IDEALIST. 2732

- A. STATED
- \*B. UNSTATED

EUROPE CAN TAKE CARE OF ITS OWN AFFAIRS FROM NOW ON. 2733

- \*A. STATED
- B. UNSTATED

THE AMERICAN PEOPLE WILL BE HESITANT TO GET BEHIND THE PRESIDENT AGAIN. 2734

- \*A. STATED
- B. UNSTATED

MANY SOLDIERS WERE UNHAPPY THAT THEY HAD ENLISTED. 2735

- A. STATED
- \*B. UNSTATED

\*\*\*\*\*

THE STUDENT WILL BE ABLE TO DISTINGUISH BETWEEN A BIASED AND AN UNBIASED SOURCE OF INFORMATION BY CATEGORIZING EXAMPLES. %20 0310

DIRECTIONS 245  
FOR EACH OF THE FOLLOWING ITEMS, DECIDE WHETHER OR NOT THE SOURCE OF INFORMATION IS BIASED. CIRCLE A FOR BIASED AND B FOR UNBIASED.

STOCK QUOTATIONS FROM WALL ST. JOURNAL. 2736

- A. BIASED
- \*B. UNBIASED

ADVERTISEMENT ON TV FOR TRAVEL TO JAMAICA. 2737

- \*A. BIASED
- B. UNBIASED

NEWSPAPER SPORTS SECTION FOR SCORES OF GAMES. 2738

- A. BIASED
- \*B. UNBIASED

INSECTICIDE COMPANIES COMMENTS ON POLLUTANTS. 2739

- \*A. BIASED
- B. UNBIASED

A REPORT ON HEMOGLOBIN COUNT. 2740

- A. BIASED
- \*B. UNBIASED

GALLIC SWORDS FOUND IN SOME RUINS. 2741

- A. BIASED
- \*B. UNBIASED

A DEED TO A PROPERTY. 2742

- A. BIASED
- \*B. UNBIASED

AN 11TH CENTURY MANUSCRIPT OF CEASAR,S WORKS. *A. BIASED B. UNBIASED	2743
A PHOTO OF ERNIE BANKS. A. BIASED *B. UNBIASED	2744
JACK BRICKHOUSE ANNOUNCING A BASEBALL GAME. *A. BIASED B. UNBIASED	2745
EDITORIAL IN THE *PROGRESS* ABOUT THE NEW CAT LAW. *A. BIASED B. UNBIASED	2746
TAPE RECORDING OF A WHOLE SPEECH BY MR. NIXON A. BIASED *B. UNBIASED	2747
JULIUS CEASAR,S WRITINGS IN THE *GALLIC WARS* *A. BIASED B. UNBIASED	2748
WORLD ATLAS A. BIASED *B. UNBIASED	2749
BERNSTEIN,S INTERPRETATION OF HANDEL,S MESSIAH *A. BIASED B. UNBIASED	2750
HANDEL,S SCORE SHEET FOR THE MESSIAH A. BIASED *B. UNBIASED	2751
A BOOK ABOUT RELIGION BY JULIAN HURLEY, WHO WROTE *RELIGION WITHOUT REVELATION* *A. BIASED B. UNBIASED	2752
NATIONAL WILDLIFE FEDERATION REPORT ON INDUSTRIAL POLLUTION *A. BIASED B. UNBIASED	2753
ZOYNKEE,S *OUTLINE OF HISTORY* *A. BIASED B. UNBIASED	2754
RADIO CARBON DATING OF A RELIC A. BIASED *B. UNBIASED	2755

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THE CHILD WILL EVIDENCE HIS ABILITY TO PREDICT BIAS BY IDENTIFY-  
ING THE \*MOST LIKELY\* VIEWPOINTS OF GIVEN PEOPLE TOWARD A GIVEN  
SITUATION. %30

0311

READ THE FOLLOWING PARAGRAPH.

246

SEEIN YOUR PA AIN,T HERE TO ANSWER, I WONDER IF YOU,D BE OF A MIND TO TELL US WHERE YORE BROTHER BILL IS THESE DAYSO SOME FOLKS AROUND HERE ALLOWS HE,S DOWN SOUTH SHOOTIN OUR BOYS ALONG-SIDE THE REBS. IS IT YORE UNDERSTANDIN THAT THAT,S WHAT HE,S DOINO

WE AIN,T HEERED FROM BILL SINCE HE LEFT, JETHRO ANSWERED. HIS EYES WERE WIDE IN HIS THIN FACE.

WELL, NOW, THAT,S A PUITY ANSWER, THE MAN SNEERED. ONLY TROUBLE IS THAT IT DON,T QUITE SATISFY A LOT OF US.

CIRCLE THE LETTER OF THE CORRECT ANSWER

WITH WHICH ONE OF THE FOLLOWING IDEAS WOULD THE FIRST SPEAKER BE MOST LIKELY TO AGREE.

2756

- A. JETHRO,S BROTHER BILL IS A BRAVE BOY.
- \*B. JETHRO,S BROTHER BILL IS A TRAITOR.
- C. JETHRO,S BROTHER BILL DOESN,T CARE TO WRITE LETTERS.
- D. JETHRO IS GOOD AT COMING UP WITH A QUICK ANSWER.

WITH WHICH OF THE FOLLOWING IDEAS WOULD A REBEL SOLDIER-BUDDY OF BILL CREIGHTON,S BE MOST LIKELY TO AGREE, IF HE COULD HAVE HEARD THE CONVERSATIONO

2757

- A. BILL SHOULD WRITE HOME.
- B. BILL,S FAMILY SHOULD BE ASHAMED OF HIM.
- \*C. BILL HAD COURAGE TO LEAVE HIS FAMILY FOR THE REBEL CAUSE.
- D. JETHRO SHOULD NOT HAVE ANSWERED THE SPEAKER.

READ THE FOLLOWING PARAGRAPH.

247

AS THE DEPRESSION DEVELOPED, MANY PEOPLE BEGAN TO PULL THEIR SAVINGS OUT OF BANKS. THE BANKS HAD LOANED SOME OF THIS MONEY TO INDIVIDUALS AND CORPORATIONS. THEY WERE FORCED TO CALL IN DEBTS. BUT MOST DEBTORS COULD NOT MEET THEIR OBLIGATIONS TO THE BANKS. CONSEQUENTLY THE BANKS COULD NOT MEET THEIR OBLIGATIONS. MANY BANKS CLOSED. PEOPLE WHO HAD DEPOSITED MONEY IN THESE BANKS LOST THEIR SAVINGS.

CIRCLE THE LETTER OF THE CORRECT ANSWER.

WITH WHICH ONE OF THE FOLLOWING IDEAS WOULD A DIRECTOR OF A BANK MOST LIKELY AGREEO

2758

- A. MANY DEPOSITORS WITHDREW THEIR SAVINGS FROM BANKS AS THE DEPRESSION DEVELOPED.
- \*B. MOST LOAN DEPARTMENTS IN BANKS OVEREXTENDED THEMSELVES.
- C. MANY CORPORATIONS AND INDIVIDUALS WERE IN A FINANCIAL BIND.
- D. MANY PEOPLE LOST THEIR SAVINGS IN BANKS THAT FAILED.

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ETIQUETTE

THE STUDENT WILL SHOW KNOWLEDGE OF VOCABULARY ASSOCIATED WITH PARLIAMENTARY PROCEDURE BY CHOOSING SYNONYMS FOR SPECIFIED WORDS

0077

USED IN SENTENCES. %4□

DIRECTIONS

15

CHOOSE THE LETTER OF THE ANSWER THAT BEST DEFINES THE STARRED WORD.

THAT \*PROCEDURE\* SEEMS REASONABLE TO ME.

3100445

A. EXPLANATION

3100445

B. THEORY

3100445

C. INTERPRETATION

3100445

\*D. METHOD

3100445

DID THEY \*ADOPT\* YOUR RESOLUTION?

3100447

A. LISTEN TO

3100447

B. AUTHORIZE

3100447

\*C. ACCEPT

3100447

D. REJECT

3100447

WE \*DISPOSED\* OF THE QUESTION QUICKLY.

3100448

\*A. SETTLED

3100448

B. CONSIDERED

3100448

C. DISCUSSED

3100448

D. DISPROVED

3100448

\*\*\*\*\*

THE STUDENT WILL SHOW KNOWLEDGE OF VOCABULARY ASSOCIATED WITH PARLIAMENTARY PROCEDURE BY MATCHING TERMS WITH THEIR DEFINITIONS. %5□

0078

MATCH EACH ITEM WITH THE BEST DEFINITION.

64

A. PREPARED

B. AGENDA

C. NO PREPARATION

D. MOTION

F. AMENDMENT

IMPROMPTU SPEECH \*C

3100449

EXTEMPORANEOUS SPEECH \*C

3100450

ADDITION TO A MOTION \*E

3100451

OUTLINE OF ORDER OF BUSINESS FOR MEETING \*B

3100453

\*\*\*\*\*

THE STUDENT WILL SHOW UNDERSTANDING OF PARLIAMENTARY PROCEDURE BY PLACING IN CHRONOLOGICAL ORDER THE GIVEN STEPS NECESSARY TO ORGANIZE A CLUB. %5□

0079

THE ENGLISH CLASS OF ROOM 12 WISHES TO ORGANIZE A TRA-CO-DRAM CLUB. REARRANGE THE LIST BELOW IN THE CORRECT ORDER FOR ORGANIZING THE CLUB.

0065

A. NOMINATE AND ELECT A SECRETARY.

B. APPOINT A CONSTITUTION COMMITTEE.

C. NOMINATE AND ELECT A CHAIRMAN.

D. ACTING CHAIRMAN CALLS MEETING TO ORDER.

F. CALL MEETING OF CLASS WITH YOUR TEACHER OR A STUDENT ACTING

49

AS CHAIRMAN.

FIRST *E	3100454
SECOND *D	
THIRD *C	3100456
FOURTH *A	3100457
FIFTH *B	3100458

\*\*\*\*\*

THE STUDENT WILL SHOW HIS UNDERSTANDING OF THE RULES FOR WRITING  
MINUTES OF CLUB MEETINGS BY SELECTING SENTENCES APPROPRIATE TO  
WELLWRITTEN MINUTES. %4□ 0289

FOR EACH QUESTION BELOW, SELECT THE ONE SENTENCE MOST APPROPRIATE  
IN A SECRETARY,S MINUTES. 0212

- A. WE DECIDED TO DO IT. 2446  
\*B. THE MOTION PASSED.  
C. WE PASSED THE MOTION.  
D. WE TALKED ABOUT IT AND ALMOST EVERYBODY AGREED.  
E. SHE SAID WE WOULD DO IT.

- \*A. MARGARET MOVED THAT THE CLASS REFUSE TO CONSIDER THE NEW BY-  
LAWS. 2447  
B. MARGARET MADE A MOTION THAT THE CLASS REFUSE TO CONSIDER THE  
NEW BY-LAWS.  
C. MARGARET SAID SHE DIDN,T THINK THE CLASS SHOULD CONSIDER THE  
NEW BY-LAWS.  
D. MARGARET SAID SHE DIDN,T THINK WE SHOULD TALK ABOUT THE NEW  
BY-LAWS.  
E. MARGARET SAID WE SHOULD JUST TALK AND READ INSTEAD OF VOTING  
ON THE NEW BY-LAWS.

- WF STARTED THE MEETING AT 2 35 P.M. 2448  
B. THE PRESIDENT CALLED THE MEETING TO ORDER AT 2 35 P.M.  
\*C. THE PRESIDENT CALLED THE MEETING TO ORDER AT 2. 35 P.M. ON  
TUESDAY, SEPTEMBER 8.  
D. THESE ARE THE MINUTES OF THE SEPTEMBER 8TH HOME ROOM  
MEETING.  
E. MRS. LFVINSON TOLD ANDY TO START THE MEETING AT 2 35 ON  
TUESDAY, SEPTEMBER 8TH.

- THE MAJORITY VOTED AGAINST IT. 2449  
B. MOST OF US VOTED AGAINST IT.  
C. WE VOTED NOT TO DO IT.  
D. WE DECIDED NOT TO.  
\*E. THE MOTION FAILED.

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## GRAMMAR

THE STUDENT WILL DEMONSTRATE KNOWLEDGE OF THE DEFINITIONS OF  
THE EIGHT BASIC PARTS OF SPEECH BY SELECTING FROM AMONG ALTERNATIVES  
THE DEFINITION OF EACH. %150

0194

### DIRECTIONS

SELECT THE STATEMENT THAT DEFINES THE TERM.

#### A \*NOUN\*

- A. CAN SHOW ACTION.
- \*B. NAMES A PERSON, PLACE, THING, OR IDEA.
- C. TAKES THE PLACE OF THE NAME OF A PERSON, PLACE, THING, OR  
IDEA.
- D. TELLS WHICH ONE, HOW MANY, OR WHAT KIND.

3101325  
3101325  
3101325  
3101325  
3101325

#### A \*VERB\*

- \*A. CAN SHOW ACTION.
- B. CAN TELL WHERE, WHEN, OR HOW.
- C. NAMES A PERSON, PLACE, THING, OR IDEA.
- D. TELLS WHICH ONE, HOW MANY, OR WHAT KIND.

3101326  
3101326  
3101326  
3101326  
3101326

#### AN \*ADJECTIVE\*

- A. CAN TELL WHERE, WHEN, OR HOW.
- \*B. TELLS WHICH ONE, HOW MANY, OR WHAT KIND.
- C. SHOWS A RELATIONSHIP BETWEEN ITS OBJECT AND SOME OTHER WORD  
IN THE SENTENCE.
- D. CAN SHOW ACTION.

3101327  
3101327  
3101327  
3101327  
3101327

#### AN \*ADVERB\*

- A. CAN SHOW ACTION.
- B. TELLS WHICH ONE, HOW MANY, OR WHAT KIND.
- \*C. CAN TELL WHERE, WHEN, OR HOW.
- D. SHOWS A RELATIONSHIP BETWEEN ITS OBJECT, AND SOME OTHER WORD  
IN THE SENTENCE.

3101328  
3101328  
3101328  
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3101328

#### A \*PREPOSITION\*

- A. IS USED TO SHOW STRONG FEELING.
- B. JOINS WORDS OR GROUPS OF WORDS.
- C. CAN TELL WHERE, WHEN, OR HOW.
- \*D. SHOWS A RELATIONSHIP BETWEEN ITS OBJECT AND SOME OTHER WORD  
IN THE SENTENCE.

3101329  
3101329  
3101329  
3101329  
3101329

#### A \*CONJUNCTION\*

- A. IS USED TO SHOW STRONG FEELING.
- \*B. JOINS WORDS OR GROUPS OF WORDS.
- C. TELLS WHICH ONE, HOW MANY, OR WHAT KIND.
- D. SHOWS A RELATIONSHIP BETWEEN ITS OBJECT AND SOME OTHER WORD  
IN THE SENTENCE.

3101330  
3101330  
3101330  
3101330  
3101330

#### A \*PRONOUN\*

- A. NAMES A PERSON, PLACE, THING, OR IDEA.
- B. SHOWS A RELATIONSHIP BETWEEN ITS OBJECT AND SOME OTHER WORD  
IN THE SENTENCE.
- \*C. TAKES THE PLACE OF THE NAME OF A PERSON, PLACE, THING, OR  
IDEA.
- D. JOINS WORDS OR GROUPS OF WORDS.

3101331  
3101331  
3101331  
3101331  
3101331



AN *INTERJECTION*	3101332
A. JOINS WORDS OR GROUPS OF WORDS.	3101332
B. SHOWS A RELATIONSHIP BETWEEN ITS OBJECT AND SOME OTHER WORD IN THE SENTENCE.	3101332
*C. IS USED TO SHOW STRONG FEELING.	3101332
D. TELLS WHICH ONE, HOW MANY, OR WHAT KIND.	3101332
A WORD THAT SHOWS ACTION OR STATE OF BEING IS	3101333
A. AN ADVERB.	3101333
B. AN ADJECTIVE.	3101333
*C. A VERB.	3101333
D. A PREPOSITION.	3101333
A WORD THAT NAMES A PERSON, PLACE, THING, OR IDEA IS	3101334
*A. A NOUN.	3101334
B. AN ADVERB.	3101334
C. AN ADJECTIVE.	3101334
D. A PRONOUN.	3101334
A WORD THAT TELLS WHEN, WHERE, OR HOW IS	3101335
A. AN ADJECTIVE.	3101335
*B. AN ADVERB.	3101335
C. A VERB.	3101335
D. A PREPOSITION.	3101335
A WORD THAT TAKES THE PLACE OF THE NAME OF A PERSON, PLACE, THING, OR IDEA IS	3101336
A. A PREPOSITION.	3101336
B. AN ADJECTIVE.	3101336
C. A NOUN.	3101336
*D. A PRONOUN.	3101336
A WORD THAT TELLS WHICH ONE, HOW MANY, OR WHAT KIND IS	3101337
A. A PREPOSITION.	3101337
B. AN ADVERB.	3101337
C. A NOUN.	3101337
*D. AN ADJECTIVE.	3101337
A WORD THAT SHOWS A RELATIONSHIP BETWEEN ITS OBJECT AND SOME OTHER WORD IN THE SENTENCE IS	3101338
*A. A PREPOSITION.	3101338
B. AN ADVERB.	3101338
C. A NOUN.	3101338
D. A CONJUNCTION.	3101338
A WORD THAT JOINS WORDS OR GROUPS OF WORDS IS	3101339
A. AN ADJECTIVE.	3101339
*B. A CONJUNCTION.	3101339
C. A PREPOSITION.	3101339
D. AN INTERJECTION.	3101339
A WORD THAT EXPRESSES STRONG FEELING IS	3101340
A. A PREPOSITION.	3101340
B. A CONJUNCTION.	3101340
*C. AN INTERJECTION.	3101340
D. AN ADVERB.	3101340

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THE STUDENT WILL SHOW HIS ABILITY TO DIFFERENTIATE BETWEEN ADVERB AND ADJECTIVE PREPOSITIONAL PHRASES BY CATEGORIZING GIVEN PHRASES IN SENTENCES. %25

0153

DIRECTIONS

TELL WHETHER THE STARRED PREPOSITIONAL PHRASE IS USED AS AN

A. ADJECTIVE.

B. ADVERB.

136

THE PLAYER STEPPED \*ON THE BOUNDARY LINE\* AND THE CLOCK STOPPED. \*B

3101745  
1745

THE CHOIR SANG \*WITH A HARSH SOUND\*. \*B

3101746

THE MAN \*WITH THE BROKEN\* LEG IS A SKIER. \*A

3101747

THE GAY PACKAGES \*BENEATH THE TREE\* WERE INVITING. \*A

3101748

THE DOG RAN \*BESIDE THE CAR\* FOR SEVERAL BLOCKS. \*B

3101749

THE SHELF \*ABOVE THE DESK\* WAS CLUTTERED. \*A

3101750

THE BALL SAILED \*THROUGH THE WINDOW\*. \*B

3101751

THE TEACHER LOOKED \*AROUND THE ROOM\* QUICKLY. \*B

3101752

PICK ME UP \*AT MY HOME\*. \*B

3101753

WE DROVE \*BEHIND A TRUCK FOR\* SEVERAL MILES. \*B

3101754

JEANNE HAD TO LEAVE \*DURING THE PERFORMANCE\*. \*B

3101755

THE DESK \*NEAR THE WINDOW\* IS MINE. \*A

3101756

THE GUILTY BOY RAN \*DOWN THE ALLEY\*. \*B

3101757

\*AFTER THE FIRE DRILL\* THE CLASS COULDN'T SETTLE DOWN. \*B

3101758

A STRANGE LOOKING MAN LIVED IN THE APARTMENT \*ACROSS THE HALL\*. \*A

3101759

THE ROCKS \*BELOW THE CLIFF\* WERE JAGGED. \*A

3101760

TREES \*ALONG THE SKI TRAIL\* WERE A HAZARD. \*A

3101761

THE OLD DOG WAS LYING \*NEAR THE FIREPLACE\*. \*B

3101762

THE ROBBER STUFFED THE BILLS \*INTO A SACK\*. \*B

3101763

JIMMY INCHED \*TOWARD SANTA CLAUS\*. \*B

3101764

THE MAYOR \*OF CHICAGO\* HOLDS A DIFFICULT POSITION. \*A

3101765

THE BOYS JUMPED \*OFF THE BOXCAR\* AS THE TRAIN SLOWED DOWN. \*B

3101766

THE GIFT \*FOR MOTHER\* WAS WRAPPED BEAUTIFULLY. \*A

3101767

THE GOLF BALL FELL \*BEYOND THE SAND TRAP\*. \*B

3101768

THE LITTLE LOST BOY RAN \*TO HIS MOTHER\*. \*B

3101769

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THE STUDENT WILL SHOW HIS ABILITY TO RECOGNIZE PROPER ADJECTIVES, PREDICATE ADJECTIVES, POSSESSIVE ADJECTIVES, COMPARATIVE ADJECTIVES, AND SUPERLATIVE ADJECTIVES BY IDENTIFYING THE USE OF THE ADJECTIVE IN A GIVEN SENTENCE. %50 0207

SELECT THE USE OF THE ADJECTIVE IN EACH SENTENCE. 0170

THE JAPANESE GOVERNMENT IS CONCERNED ABOUT POLLUTION. 2073

- \*A. PROPER ADJECTIVE
- B. PREDICATE ADJECTIVE
- C. POSSESSIVE ADJECTIVE
- D. COMPARATIVE ADJECTIVE
- E. SUPERLATIVE ADJECTIVE

HE WAS THE MOST TROUBLESOME STUDENT IN THE CLASS. 2074

- A. PROPER ADJECTIVE
- B. PREDICATE ADJECTIVE
- C. POSSESSIVE ADJECTIVE
- D. COMPARATIVE ADJECTIVE
- \*E. SUPERLATIVE ADJECTIVE

THE CAT APPEARED GLAD TO SEE THE FAMILY. 2075

- A. PROPER ADJECTIVE
- \*B. PREDICATE ADJECTIVE
- C. POSSESSIVE ADJECTIVE
- D. COMPARATIVE ADJECTIVE
- E. SUPERLATIVE ADJECTIVE

THE MORE EXPENSIVE HOUSES WERE NEAR THE LAKE. 2076

- A. PROPER ADJECTIVE
- B. PREDICATE ADJECTIVE
- C. POSSESSIVE ADJECTIVE
- \*D. COMPARATIVE ADJECTIVE
- E. SUPERLATIVE ADJECTIVE

IT SMELLS GOOD. 2077

- A. PROPER ADJECTIVE
- \*B. PREDICATE ADJECTIVE
- C. POSSESSIVE ADJECTIVE
- D. COMPARATIVE ADJECTIVE
- E. SUPERLATIVE ADJECTIVE

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THE STUDENT CAN DEMONSTRATE HIS UNDERSTANDING OF ADJECTIVES BY SELECTING THE WORD USED AS AN ADJECTIVE IN A SENTENCE. %300 0129

DIRECTIONS - SELECT THE WORD THAT FUNCTIONS AS AN ADJECTIVE. 0112

THEY HAD CLIMBED AN UNUSUALLY HIGH MOUNTAIN. 3101241

- A. CLIMBED 3101241
- B. HAD 1241
- C. UNUSUALLY 3101241
- \*D. HIGH 3101241

IT WAS A CURIOUS OBJECT, AND HE EXAMINED IT WITH GREAT CARE. 3101242

- A. IT 3101242
- \*B. CURIOUS 3101242

C. AND	3101242
D. WITH	3101242
THE OLDER BOYS WERE LIKELY TO BE MORE BOLD THAN THE YOUNGER ONES.	
A. ROYS	3101243
B. LIKELY	3101243
C. THAN	3101243
*D. YOUNGER	3101243
	3101243
AT ONE SCHOOL CONCERT, HE WAS INVITED TO PLAY THE PIANO SOLO.	
A. AT	3101244
*B. ONE	3101244
C. INVITED	3101244
D. SOLO	3101244
	3101244
MOTHER ASKED US TO TURN THE NOISY RADIO DOWN.	
A. ASKED	3101245
B. US	3101245
*C. NOISY	3101245
D. DOWN	3101245
	3101245
WE ARE HOPING TO VISIT AN AUTHENTIC CASTLE WHILE WE ARE IN ENGLAND.	
A. ARE	3101246
*B. AUTHENTIC	3101246
C. WHILE	3101246
D. IN	3101246
	3101246
A GENTLE BUT CONSTANT BREEZE KEPT THE SAILBOAT GOING.	
*A. GENTLE	3101247
B. BUT	3101247
C. KEPT	3101247
D. SAILBOAT	3101247
	3101247
WHEN A CUSTOMER COMES IN, MR. SMITH GREETED HIM WITH A BIG SMILE.	
A. WHEN	3101248
B. IN	3101248
C. HIM	3101248
*D. BIG	3101248
	3101248
YOU MAY USE MY NEW CAR ON SATURDAY OR SUNDAY.	
A. MAY	3101249
*B. NEW	3101249
C. ON	3101249
D. OR	3101249
	3101249
THE BEAUTIFUL FIRE THAT WE BUILT EARLIER IN THE DAY WAS SLOWLY DYING.	
*A. BEAUTIFUL	3101250
B. EARLIER	3101250
C. DAY	3101250
D. SLOWLY	3101250
	3101250
IT WAS A VERY GOOD EXAMPLE OF MODERN ART.	
A. IT	3101251
B. VERY	3101251
*C. GOOD	3101251
D. EXAMPLE	3101251
	3101251
SOME MONEY DISAPPEARED FROM THE SCHOOL VAULT LAST NIGHT.	
*A. SOME	3101252
	3101252

- B. MONEY
- C. FROM
- D. VAULT

3101252  
3101252  
3101252

WHILE WE WERE FISHING, A RAGING STORM SWEEPED OVER THE BAY.

- A. WHILE
- B. WERE
- \*C. RAGING
- D. OVER

3101253  
3101253  
3101253  
3101253  
3101253

MOST STUDENTS SPEND A GREAT DEAL OF TIME STUDYING.

- \*A. MOST
- B. DEAL
- C. OF
- D. TIME

3101254  
3101254  
3101254  
3101254  
3101254

THE MEN WERE SUCCESSFUL IN THEIR ATTEMPT TO CIRCLE THE MOON.

- A. MEN
- \*B. SUCCESSFUL
- C. ATTEMPT
- D. CIRCLE

3101255  
3101255  
3101255  
3101255  
3101255

HE WAS A SHY PERSON BUT A VERY TALENTED ATHLETE.

- A. PERSON
- B. VERY
- \*C. TALENTED
- D. ATHLETE

3101256  
3101256  
3101256  
3101256  
3101256

HAS THAT TRAINER BEEN SUCCESSFUL IN LOCATING THE ESCAPED TIGER YET?

- A. TRAINER
- \*B. SUCCESSFUL
- C. TIGER
- D. YET

3101257  
3101257  
3101257  
3101257  
3101257  
3101257

WE DECORATED THE BALCONY WITH RED STREAMERS AND WHITE LANTERNS.

- A. BALCONY
- B. STREAMERS
- C. AND
- \*D. WHITE

3101258  
3101258  
3101258  
3101258  
3101258

THE TIRED BUT JUBILANT RACER ACCEPTED THE APPLAUSE OF THE CROWD.

- \*A. TIRED
- B. BUT
- C. RACER
- D. APPLAUSE

3101259  
3101259  
3101259  
3101259  
3101259

BECAUSE OF THE DEAFENING NOISE, WE WERE UNABLE TO HEAR MARYS CALL.

- A. BECAUSE
- \*B. DEAFENING
- C. NOISE
- D. CALL

3101260  
3101260  
3101260  
3101260  
3101260  
3101260

THE NEXT INSTALLMENT OF THE STORY WILL APPEAR IN MAY.

- \*A. NEXT
- B. INSTALLMENT
- C. STORY
- D. APPEAR

3101261  
3101261  
3101261  
3101261  
3101261

THE HIDDEN CAVES OF THE BANDITS HAVE BEEN DISCOVERED.

3101262

A. HIDDEN	3101262
B. CAVES	3101262
C. BANDITS	3101262
D. NEVER	3101262
WE HAVE NEVER LOCATED MY FAVORITE GOLD BRACELET.	3101263
A. NEVER	3101263
B. HAVE	3101263
*C. FAVORITE	3101263
D. BRACELET	3101263
THE TWO STARTLED CHILDREN STUMBLED AND FELL DOWN THE STEEP STAIRS.	3101264
A. CHILDREN	3101264
B. STUMBLED	3101264
C. DOWN	3101264
*D. STEEP	3101264
THEY WERE VERY LUCKY TO FIND THEIR MISSING PUPPY.	3101265
A. THEY	3101265
B. VERY	3101265
*C. LUCKY	3101265
D. PUPPY	3101265
BOTH MEN WERE CHOSEN TO REPRESENT THEIR COUNTRY IN THE CONTEST.	3101267
*A. BOTH	3101267
B. CHOSEN	3101267
C. REPRESENT	3101267
D. COUNTRY	3101267
MY SON WAS HAVING DINNER AT A FRIENDS HOUSE.	3101268
A. SON	3101268
B. HAVING	3101268
C. AT	3101268
*D. FRIENDS	3101268
WE OFTEN HAVE MEAT THAT IS TOUGH.	3101269
A. OFTEN	3101269
B. HAVE	3101269
C. MEAT	3101269
*D. TOUGH	3101269
HAS BEING ALONE EVER MADE YOU FEEL NERVOUS	3101270
A. EVER	3101270
B. MADE	3101270
C. FEEL	3101270
*D. NERVOUS	3101270

\*\*\*\*\*

CONFRONTING A WORD USED AS THREE DIFFERENT PARTS OF SPEECH,  
THE STUDENT SHOWS COMPREHENSION OF ADJECTIVES BY SELECTING THE  
ONE FUNCTIONING AS AN ADJECTIVE. %25 0134

DIRECTIONS - SELECT THE GROUP OF WORDS IN WHICH THE STARRED WORD  
IS USED AS AN ADJECTIVE. 0118

- |                             |         |
|-----------------------------|---------|
| A. A *PADDLE* FOR THE CANOE | 3101400 |
| *B. A LARGE *PADDLE* WHEEL  | 3101400 |
| C. TO *PADDLE* THE CANOE    | 3101400 |



A. BED *BLANKET*	3101401
*B. A *BLANKET* FACTORY	3101401
C. TO *BLANKET* THE CITY	3101401
*A. *MOTOR* FUEL	3101402
B. *MOTOR* TO THE COUNTRY	3101402
C. A NEW *MOTOR*	3101402
A. MY BIRTHDAY IS *SUNDAY*.	3101403
B. *SUNDAY* ENDS THE WEEK.	3101403
*C. WHAT A LOVELY *SUNDAY* AFTERNOON.	3101403
*A. YOUR *STAMP* BOOK	3101404
B. *STAMP* YOUR FEET	3101404
C. A FIVE CENT *STAMP*	3101404
*A. THE *TENT* ROPE	3101405
B. THE *TENT* FELL	3101405
C. THE STURDY *TENT*	3101405
A. MEDICINE FOR THE *COLD*	3101406
*B. A *COLD* WAVE	3101406
C. HAS A *COLD*	3101406
A. TO *GARDEN* THE LOT	3101407
B. PLANT A *GARDEN*	3101407
*C. A *GARDEN* TOOL	3101407
*A. THE *FAIR* THING TO DO	3101408
B. A COUNTY *FAIR*	3101408
C. THE *FAIR* ATTRACTS	3101408
A. TO *PARALLEL* THE LINES OF A FIGURE	3101409
*B. THE *PARALLEL* LINES OF A FIGURE	3101409
C. THE *PARALLEL* OF TWO LINES OF A FIGURE	3101409
A. SWEET-SMELLING *AIR*	3101410
B. *AIR* A ROOM	3101410
*C. *AIR* BRAKES ON A TRUCK	3101410
*A. A SUMMER *BAND* CONCERT	3101411
B. *BAND* THE BIRDS LEG	3101411
C. A RUBBER *BAND*	3101411
A. WEAR YOUR *COAT*	3101415
B. TO *COAT* THE STOMACH	3101415
*C. TO GET A *COAT* HANGER	3101415
*A. RECEIVE A *TEST* SCORE	3101416
B. TO TAKE A *TEST*	3101416
C. TO *TEST* A SKILL	3101416
A. *STUDY* A BOOK	3101417
B. REDECORATE A *STUDY*	3101417
*C. HAVE A *STUDY* HALL	3101417
A. LEARN TO *DANCE* WELL	3101418
*B. LEARN A *DANCE* STEP	3101418
C. LEARN A NEW *DANCE*	3101418

- |                                      |         |
|--------------------------------------|---------|
| A. TRY TO *PAPER* WALLS              | 3101419 |
| B. WRITE A *PAPER* QUICKLY           | 3101419 |
| *C. MAKE A *PAPER* DOLL              | 3101419 |
|                                      |         |
| *A. USING A *JUMP* ROPE              | 3101420 |
| B. MAKING A PARACHUTE *JUMP* EASY    | 3101420 |
| C. TRYING TO *JUMP* WELL             | 3101420 |
|                                      |         |
| A. *BEACH* THE BOAT                  | 3101421 |
| *B. PLAY WITH A *BEACH* BALL         | 3101421 |
| C. RUN TO THE *BEACH* NOW            | 3101421 |
|                                      |         |
| A. SLIP ON THE *ICE* ACCIDENTALLY    | 3101422 |
| B. *ICE* THE CAKE QUICKLY            | 3101422 |
| *C. DROPPED AN *ICE* CUBE FREQUENTLY | 3101422 |
|                                      |         |
| *A. FIND AN ANTIQUE *LOVE* SEAT      | 3101423 |
| B. *LOVE* YOUR ENEMIES               | 3101423 |
| C. A TEENAGE *LOVE*                  | 3101423 |
|                                      |         |
| A. HEAVY *SNOW* PILED HIGH           | 3101424 |
| *B. A TERRIBLE *SNOW* STORM          | 3101424 |
| C. WILL *SNOW* SOON                  | 3101424 |

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THE STUDENT WILL SHOW COMPREHENSION OF ADJECTIVES BY SELECTING  
THE ADJECTIVE TO COMPLETE A GIVEN SENTENCE. %10

0197

# DIRECTIONS

SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

- |  |         |
|--|---------|
| HE WAS AN _____ SENTRY.                                      | 3101390 |
| *A. ALERT  | 3101390 |
| B. ALERTER   | 3101390 |
| C. MOST ALERT  | 3101390 |
|  |         |
| WHICH DESSERT IS _____, THE ICE CREAM OR THE CAKE?           | 3101391 |
| A. MOST LARGE  | 3101391 |
| *B. LARGER   | 3101391 |
| C. LARGEST   | 3101391 |
|  |         |
| JOHN IS THE _____ OF THEM ALL.                               | 3101392 |
| A. WORSE   | 3101392 |
| B. BADDEST   | 3101392 |
| *C. WORST  | 3101392 |
|  |         |
| IT WAS THE _____ OF THE TWO EVILS.                           | 3101393 |
| A. LEAST   | 3101393 |
| *B. LESSER   | 3101393 |
| C. LESS  | 3101393 |
|  |         |
| THE RESTAURANT ON THE CORNER OFFERED THE _____ FOOD IN TOWN. | 3101394 |
| *A. CHEAPEST   | 3101394 |
| B. CHEAPER   | 3101394 |
| C. MOST CHEAPEST   | 3101394 |
|  |         |
| SKIPPY WAS THE _____ DOG WE HAD EVER OWNED.                  | 3101395 |
| A. LIVELIER  | 3101395 |
| B. MOST LIVELIEST  | 3101395 |

*C. LIVELIEST	3101395
OF THE TWO GIRLS, JEAN WAS	3101396
A. MOST PRETTY	3101396
*B. PRETTIER	3101396
C. PRETTIEST	3101396
OF THE THREE GIRLS, JEAN WAS	3101397
A. MOST PRETTY	3101397
B. PRETTIER	3101397
*C. PRETTIEST	3101397
BETWEEN THE TWO WORKERS, DAVID CAN FINISH THE WORK	3101398
A. MORE SOON	3101398
*B. SOONER	3101398
C. SOONEST	3101398
WHICH IS FROM CHICAGO - TOLEDO, DETROIT, OR LOUISVILLE	3101399
A. FARTHER	3101399
*B. FARTHEST	3101399
C. MORE FAR	3101399

\*\*\*\*\*

THE STUDENT SHOWS HIS COMPREHENSION OF CERTAIN CONFUSING ADJECTIVES AND ADVERBS BY CORRECTLY CHOOSING ONE OR THE OTHER FOR USE IN A SENTENCE. \$20 0118

SELECT THE ANSWER THAT COMPLETES THE SENTENCE. 27

I FEEL WHEN IVE BEEN SCOLDED.	3100913
*A. BAD	3100913
B. BADLY	3100913
THE FLAG WAS TREATED BY THE REBELS.	3100914
A. BAD	3100914
*B. BADLY	3100914
THE CLENCHED FIST WAS A THREAT.	3100915
*A. REAL	3100915
B. REALLY	3100915
SHE FELT ALTHOUGH SHE HAD THE MEASLES.	3100916
A. GOOD	3100916
*B. WELL	3100916
HE DIDNT DO IN THE BASKETBALL TRYOUTS.	3100917
A. GOOD	3100917
*B. WELL	3100917
HOT CIDER TASTES ON AN AUTUMN DAY.	3100918
*A. GOOD	3100918
B. WELL	3100918
THAT BOOK WAS GOOD.	3100919
A. REAL	3100919
*B. REALLY	3100919
SUCH A SEVERE HAIRSTYLE LOOKS ON SUSAN.	3100920
*A. BAD	3100920

B. BADLY	3100920
A OLD LADY LIVES IN THAT TINY HOUSE.	3100921
A. REAL	3100921
*B. REALLY	3100921
MY ALLOWANCE IS BIGGER IF I DO A JOB CUTTING THE LAWN.	3100922
*A. GOOD	3100922
B. WELL	3100922
GRANDFATHER CANT SEE , BUT HIS HEARING IS GOOD.	3100923
A. GOOD	3100923
*B. WELL	3100923
IT TURNED OUT TO BE A UNUSUAL PARTY.	3100924
A. REAL	3100924
*B. REALLY	3100924
THE ASSIGNMENT WAS A CHALLENGE.	3100926
*A. REAL	3100926
B. REALLY	3100926
I HOPE SHE IS A GIRL WHEN HER PARENTS ARE GONE.	0927
*A. GOOD	3100927
B. WELL	3100927
THE CHEESE SMELLED SO WE COULD NOT EAT IT.	3100928
*A. BAD	3100928
B. BADLY	3100928
THE SPOILED LITTLE BOY TREATED HIS DOG	3100929
A. BAD	3100929
*B. BADLY	3100929
THE MEAL SHE SERVED WAS A BANQUET.	3100930
*A. REAL	3100930
B. REALLY	3100930
JEFF SKIED ALTHOUGH HE WAS A BEGINNER.	3100931
A. GOOD	3100931
*B. WELL	3100931
A WARM COAT IS A NECESSITY THIS TIME OF YEAR.	3100932
A. REAL	3100932
*B. REALLY	3100932

\*\*\*\*\*

THE STUDENT WILL SHOW HIS COMPREHENSION OF NOUN CLAUSES, ADVERBIAL CLAUSES, AND ADJECTIVE CLAUSES BY IDENTIFYING THE KIND OF CLAUSE IN A GIVEN SENTENCE. %6# 0227

SELECT THE TYPE OF CLAUSE FOUND IN EACH SENTENCE. 0179

ALTHOUGH TORNADO WARNINGS WERE ISSUED, FEW LOOK THEM SERIOUSLY. 2123

- A. NOUN CLAUSE
- \*B. ADVERBIAL CLAUSE
- C. ADJECTIVE CLAUSE

THE STUDENTS WHO REPRESENTED THE JUNIOR HIGH SCHOOL AT THE SCHOOL 2124

COUNCIL OFFICERS CONVENTION GAVE AN ALL SCHOOL ASSEMBLY.

- A. NOUN CLAUSE
- B. ADVERBIAL CLAUSE
- \*C. ADJECTIVE CLAUSE

THE MAN WHO CAME TO DINNER STAYED SEVERAL WEEKS.

2125

- A. NOUN CLAUSE
- B. ADVERBIAL CLAUSE
- \*C. ADJECTIVE CLAUSE

THEY GAVE TICKETS TO WHOEVER REQUESTED THEM.

2126

- \*A. NOUN CLAUSE
- B. ADVERBIAL CLAUSE
- C. ADJECTIVE CLAUSE

WHOEVER ASKED FOR TICKETS TO THE GRADUATION WILL BE GIVEN ONE.

2127

- \*A. NOUN CLAUSE
- B. ADVERBIAL CLAUSE
- C. ADJECTIVE CLAUSE

THE NEXT STREET, WHICH HAS A STOP LIGHT, IS A DANGEROUS INTERSECTION.

2128

- A. NOUN CLAUSE
- B. ADVERBIAL CLAUSE
- \*C. ADJECTIVE CLAUSE

\*\*\*\*\*

THE STUDENT WILL SHOW HIS UNDERSTANDING OF COMPARATIVE ADVERBS BY INDICATING THE DEGREE OF GIVEN ADVERBS IN SENTENCES. %3d

0214

SELECT THE DEGREE OF THE STARRED ADVERB IN EACH SENTENCE.

0173

HE WORKS \*MORE\* EFFICIENTLY THAN JOE.

2086

- A. POSITIVE DEGREE
- \*B. COMPARATIVE DEGREE
- C. SUPERLATIVE DEGREE

HE WORKS \*LESS\* EFFICIENTLY THAN JOE.

2087

- A. POSITIVE DEGREE
- \*B. COMPARATIVE DEGREE
- C. SUPERLATIVE DEGREE

HE WAS THE \*MOST\* EFFICIENT WORKER IN THE GROUP.

2088

- A. POSITIVE DEGREE
- B. COMPARATIVE DEGREE
- \*C. SUPERLATIVE DEGREE

\*\*\*\*\*

THE STUDENT CAN SHOW COMPREHENSION OF ADVERBS BY SELECTING THE WORD THAT IS AN ADVERB IN A GIVEN SENTENCE. %35d

0142

DIRECTIONS - CHOOSE THE ANSWER THAT IDENTIFIES THE ADVERB IN THE SENTENCE.

0126

SHE WAS A VERY LOVELY LADY.

3101518  
3101518  
3101518

- A. LOVELY
- \*B. VERY

C. LADY	3101518
A. A	3101518
THAT HAS BECOME A POPULAR EXPRESSION LATELY.	3101519
A. THAT	3101519
B. A	3101519
C. POPULAR	3101519
*D. LATELY	3101519
HAVE YOU EVER NOTICED WHAT EXTRAORDINARY SKILL A TRAPEZE ARTIST HASO	3101520
A. HAVE	3101520
B. WHAT	3101520
*C. EVER	3101520
D. TRAPEZE	3101520
ALTHOUGH THE EQUIPMENT CAN BE QUITE EXPENSIVE, GOLF IS A REWARDING HOBBY.	3101521
A. ALTHOUGH	3101521
*B. QUITE	3101521
C. REWARDING	3101521
D. A	3101521
ON THIS PARTICULAR OCCASION, THE CHILDREN WERE ALLOWED TO ATTEND BRIEFLY.	3101522
A. PARTICULAR	3101522
B. THIS	3101522
*C. BRIEFLY	3101522
D. WERE	3101522
OUR LITTLE BOY SPEAKS IN A DISAGREEABLY LOUD VOICE.	3101523
A. LITTLE	3101523
B. A	3101523
*C. DISAGRFEABLY	3101523
D. LOUD	3101523
IN A LITTLE WHILE THE STORM WILL PASS OVER, AND WHILE WE ARE WAITING, WE CAN PLAY A GAME.	3101524
A. LITTLE	3101524
*B. OVER	3101524
C. WHILE	3101524
D. A	3101524
ENGLISH IS NOT MY EASIEST SUBJECT AT SCHOOL, BUT I TEND TO PREFER IT ANYWAY.	3101525
*A. NOT	3101525
B. EASIEST	3101525
C. TEND	3101525
D. IT	3101525
A SOMEWHAT STRANGE THING HAPPENED TO US ON OUR WAY TO THE SHOW.	3101526
*A. SOMEWHAT	3101526
B. STRANGE	3101526
C. OUR	3101526
D. THF	3101526
SOMETHING FUNNY ALWAYS HAPPENS WHEN MY FAMILY VISITS US AT CHRISTMAS.	3101527
A. FUNNY	3101527
*B. ALWAYS	3101527
C. MY	3101527



D. AT	3101527
THE LITTLE GIRL DOWN THE BLOCK PRACTICES THE VIOLIN MORE OFTEN THAN I DO.	3101528
A. LITTLE	3101528
B. DOWN	3101528
*C. MORE	3101528
D. THAN	3101528
THERE WERE EVEN MORE PEOPLE AT THE GAME THIS WEEK THAN LAST WEEK.	3101529
*A. EVEN	1529
B. MORE	3101529
C. LAST	3101529
D. THIS	3101529
A VERY IMPORTANT WRITER WILL BE GIVING A LECTURE AT SCHOOL TONIGHT.	3101530
A. A	3101530
B. IMPORTANT	3101530
C. AT	3101530
*D. TONIGHT	3101530
HE WAS THE PERSON WHO WAS BEST ABLE TO ANSWER THE QUESTION INTELLIGENTLY.	3101531
A. WHO	3101531
B. ABLE	3101531
C. THE	3101531
*D. INTELLIGENTLY	3101531
JOAN HAD BEEN SLIGHTLY INTERESTED IN GOING TO THE NEW MOVIE DOWNTOWN.	3101532
*A. SLIGHTLY	3101532
B. INTERESTED	3101532
C. NEW	3101532
D. MOVIE	3101532
MY ROOM IS NOT TOO NEAT NOW, BUT ILL CLEAN IT THOROUGHLY IN THE MORNING.	3101533
A. BUT	3101533
B. IT	3101533
C. NEAT	3101533
*D. TOO	3101533
BECAUSE HE STUDIED FOR WEEKS BEFORE THE EXAM, HE MANAGED TO DO WELL ON IT.	3101534
A. BECAUSE	3101534
B. BEFORE	3101534
*C. WELL	3101534
D. IT	3101534
THE CHILD HAS NOT BEEN WELL, AND YET SHE REFUSES TO TAKE HER MEDICINE.	3101535
A. THE	3101535
B. BEEN	3101535
*C. WELL	3101535
D. HER	3101535
WE WERE ALMOST READY TO GIVE UP AND GO HOME WHEN THE SKY CLEARED AND THE SUN CAME OUT.	3101536
A. WERE	3101536
*B. ALMOST	3101536

- C. READY
- D. WHEN

3101536  
3101536

OUR NEW HOUSE HAD NEVER BEEN PAINTED, AND SO WE HAD OUR SUMMER PLANNED FOR US.

1537  
1537

- A. NEW
- \*B. NEVER
- C. SO
- D. OUR

3101537  
3101537  
3101537  
3101537

HIS OFFER WAS VERY SUSPICIOUS, AND WE HESITATED TO ACCEPT IT.

3101538  
3101538  
3101538  
3101538  
3101538

- A. IT
- B. AND
- \*C. VERY
- D. HIS

THE SMALL BOY LOOKED HURT WHEN THE DOG WENT RAPIDLY BY WITHOUT STOPPING.

3101539  
3101539  
3101539  
3101539  
3101539  
3101539

- A. SMALL
- B. WHEN
- \*C. RAPIDLY
- D. WITHOUT

I DIDNT HAVE ANY OF THE DESSERT BECAUSE I HAD EATEN TOO MUCH FOR DINNER.

3101540  
3101540  
3101540  
3101540  
3101540  
3101540

- A. HAVE
- B. BECAUSE
- C. HAD
- \*D. TOO.

HE WAS ABLE TO HANDLE THE PROBLEM MORE INTELLIGENTLY THAN I BECAUSE HE WAS OLDER.

3101541  
3101541  
3101541  
3101541  
3101541  
3101541

- \*A. INTELLIGENTLY
- B. THAN
- C. BECAUSE
- D. OLDER

KNOWING HOW TO EXPLAIN THINGS CLEARLY AND LOGICALLY IS A VALUABLE SKILL.

3101542  
3101542  
3101542  
3101542  
3101542  
3101542

- A. THINGS
- \*B. LOGICALLY
- C. VALUABLE
- D. SKILL

WHICH MOVES MORE SLOWLY, A TURTLE OR A WORM?

3101543  
3101543  
3101543  
3101543  
3101543

- A. WHICH
- \*B. MORE
- C. A
- D. OR

SNOW WAS FALLING GENTLY ON THE LAWN IN FRONT OF OUR HOUSE.

3101544  
3101544  
3101544  
3101544  
3101544

- A. SNOW
- B. WAS
- \*C. GENTLY
- D. FRONT

\*\*\*\*\*

THE STUDENT WILL SHOW HIS COMPREHENSION OF THE RELATIONSHIP OF ADVERBS AND THE WORDS THEY MODIFY BY INDICATING WHETHER THE

0213

ADVERB MODIFIES AN ADJECTIVE, ADVERB, OR A VERB IN GIVEN SENTENCES. %30

SELECT THE FUNCTION OF THE ADVERB IN EACH SENTENCE.

0172

HE SPOKE CONFIDENTLY TO HIS TEAM.

200

- A. ADJECTIVE MODIFIER
- B. ADVERB MODIFIER
- \*C. VERB MODIFIER

HE WAS VERY HAPPY TO BE CALLED.

2084

- \*A. ADJECTIVE MODIFIER
- B. ADVERB MODIFIER
- C. ADVERB MODIFIER

AN EXTREMELY TALL MAN OPENED THE DOOR.

2025

- \*A. ADJECTIVE MODIFIER
- B. ADVERB MODIFIER
- C. VERB MODIFIER

\*\*\*\*\*

THE STUDENT WILL SHOW UNDERSTANDING OF APPOSITIVES BY SELECTING THE SENTENCE WHICH CONTAINS ONE. %10

0035

DIRECTIONS - CHOOSE THE SENTENCE THAT CONTAINS AN APPOSITIVE.

0030

- A. JOHN CALLED THE STUDENT COUNCIL MEETING TO ORDER.
- \*B. ROBERT, THE VICE PRESIDENT, WISHED TO DISCUSS THE MINUTES OF THE PREVIOUS MEETING.
- C. REPRESENTATIVES OF THE STUDENT COUNCIL BROUGHT FORTH THE DISCUSSION OF THE COMING ELECTIONS.
- D. ELECTIONS FOR FUTURE OFFICERS OF STUDENT COUNCIL WERE DECIDED TO TAKE PLACE NEXT MONTH.

3100227  
3100239  
3100239  
3100239  
3100239  
3100239  
3100239

\*\*\*\*\*

THE STUDENT WILL APPLY HIS KNOWLEDGE OF WORD CLASSIFICATIONS BY CATEGORIZING AS NOUN, VERB, ADJECTIVE, OR ADVERB NONSENSE WORDS IN GIVEN SENTENCES. %10

0024

DIRECTIONS - NOTICE EACH NONSENSE WORD IS \*STARRED\*. CHOOSE THE RESPONSE THAT IDENTIFIES ITS WORD CLASSIFICATION.

0021

- A. NOUN
- B. VERB
- C. ADJECTIVE
- D. ADVERB

THE \*SPAKER\* BREATHED DEEPLY. \*A

3100127

HE WAS A VERY \*BEAMISH\* BOY. \*C

3100128

HAS ANYONE SEEN A \*BILLITCH\*0 \*A

3100129

WHERE WERE THEY GOING SO \*WAPPISHLY\*0 \*D

130

IS THE COBRA AS \*NUGFUL\* AS THE BEARO \*C

3100131

SOMEONE HAD \*WHIFFLED\* EACH DESK. \*R

3100132

WHO LEFT THE MONEY IN THE \*SPINGE\*0 \*A

3100133

THEY WERE \*SNOOFING\* THE CHILDRENS TOYS. \*B

3100134

MARK WAS FEELING RATHER \*FROBISH\*. \*C

3100135

HE THRUST THE BLADE \*FRUMIOUSLY\* INTO THE SACK. \*D

3100136

\*\*\*\*\*

THE STUDENT CAN SHOW HIS ABILITY TO RECOGNIZE THE FOUR FORM CLASSES--NOUN, VERB, ADJECTIVE, ADVERB--BY USING THE INFLECTIONAL SUFFIX AS THE PRIMARY CRITERION FOR DETERMINING THE CORRECT FORM CLASSES OF A LIST OF WORDS. %19□

0253

USING THE INFLECTIONAL SUFFIX, IDENTIFY THE FORM CLASS OF EACH WORD LISTED BELOW. INDICATE THE FORM CLASS BY CHOOSING THE CORRECT LETTER.

0195

- A. NOUN
- B. VERB
- C. ADJECTIVE
- D. ADVERB

FINALLY \*D

2200

PURCHASED \*R

2201

MOVIES \*A

2202

READS \*R

2203

RECORDING \*A

2204

WARMEST \*C

2205

PURCHASED \*R

2206

BUSILY \*D

2207

FELLOWS \*A

2208

SHORTER \*C

2209

NATURALLY \*D

2210

SHOES \*A

2211

GIRLS \*A

2212

LISTED \*R

2213

NOTING \*B

2214

ORGANIZES \*R

2215

TOUGHER \*C

2216

COLDEST \*C

2217

SINGS \*B

2218

\*\*\*\*\*

THE STUDENT WILL SHOW HIS UNDERSTANDING OF THE USE OF NOUNS AS THE OBJECTS OF VERBS BY IDENTIFYING SENTENCES WITH NOUNS USED AS OBJECTS OF VERBS. %1□

0203

SELECT THE SENTENCE IN WHICH THE STARRED WORD IS AN OBJECT OF A VERB.

0167

- A. THE FLOOD OF 1889\* KILLED 2,000 PEOPLE IN JOHNSTOWN, PENN.  
 B. THE FLOOD\* OF 1889 KILLED 2,000 PEOPLE IN JOHNSTOWN, PENN.  
 \*C. THE FLOOD OF 1889 KILLED 2,000 PFOLE\* IN JOHNSTOWN, PENN.

2065

\*\*\*\*\*

GIVEN A SENTENCE IN WHICH A NOUN IS STARRED, THE STUDENT WILL  
 DEMONSTRATE HIS UNDERSTANDING OF THE DIFFERENT USES OF NOUNS BY  
 SELECTING AS ITS FUNCTION DIRECT OBJECT, INDIRECT OBJECT,  
 PREDICATE NOMINATIVE, OR APPOSITIVE. %300

0106

MR. WINDSTED WAS ELECTED \*PRESIDENT\* OF THE NEWLY FORMED BOARD.

3100660

A. DIRECT OBJECT

3100660

B. INDIRECT OBJECT

3100660

\*C. PREDICATE NOMINATIVE

3100660

D. APPOSITIVE

3100660

MY BROTHER \*JACK\* BROKE HIS ARM DURING FOOTBALL PRACTICE.

3100661

A. SUBJECT

3100661

B. OBJECT OF PREPOSITION

3100661

C. PREDICATE NOMINATIVE

3100661

\*D. APPOSITIVE

3100661

WHEN HE GRADUATED, HE WAS GIVEN A GOLD WRIST \*WATCH\* BY HIS  
 PARENTS.

3100662

A. SUBJECT

3100662

\*B. DIRECT OBJECT

3100662

C. INDIRECT OBJECT

3100662

D. PREDICATE NOMINATIVE

3100662

3100662

HERE IS GREAT \*NEWS\* FOR MUSIC LOVERS.

3100663

\*A. SUBJECT

3100663

B. DIRECT OBJECT

3100663

C. INDIRECT OBJECT

3100663

D. PREDICATE NOMINATIVE

3100663

WE GAVE \*MISS HEELEY\* A TRAVEL BAG TO USE ON HER EUROPEAN  
 TOUR.

3100664

A. SUBJECT

3100664

B. DIRECT OBJECT

3100664

\*C. INDIRECT OBJECT

3100664

D. PREDICATE NOMINATIVE

3100664

WE ASKED THE STUDENT COUNCIL REPRESENTATIVE OF OUR \*ROOM\* TO  
 RELAY OUR COMPLAINT.

3100665

A. PREDICATE NOMINATIVE

3100665

B. DIRECT OBJECT

3100665

C. INDIRECT OBJECT

3100665

\*D. OBJECT OF PREPOSITION

3100665

MARILYN HAD A HAPPY REUNION WITH KRISTY, HER \*COUSIN\*, WHO HAD  
 MOVED TO OHIO.

3100666

A. DIRECT OBJECT

3100666

B. INDIRECT OBJECT

3100666

C. PREDICATE NOMINATIVE

3100666

\*D. APPOSITIVE

3100666

THE TALLER BOY WAS A \*BULLY\* WHO TERRORIZED THE YOUNGER CHILDREN  
 ON THE BLOCK.

3100667

A. SUBJECT

3100667

3100667



R. DIRECT OBJECT	3100667
*C. PREDICATE NOMINATIVE	3100667
D. APPOSITIVE	3100667
READING A BOOK PROVIDES MUCH *ENTERTAINMENT*.	3100668
*A. DIRECT OBJECT	3100668
B. INDIRECT OBJECT	3100668
C. OBJECT OF PREPOSITION	3100668
D. APPOSITIVE	3100668
SIGNS WERE CARRIED DOWN THE STREET IN FRONT OF THE MAYORS *HOUSE*.	3100669
A. DIRECT OBJECT	3100669
*B. OBJECT OF PREPOSITION	3100669
C. PREDICATE NOMINATIVE	3100669
D. APPOSITIVE	3100669
THE VETERINARIAN GAVE OUR *POODLE*, ABIGAIL, A SERIES OF SHOTS.	3100670
A. SUBJECT	3100670
B. DIRECT OBJECT	3100670
*C. INDIRECT OBJECT	3100670
D. PREDICATE NOMINATIVE	3100670
REASON IS THE *LAW* BY WHICH MAN SHOULD LIVE.	3100671
A. SUBJECT	3100671
B. DIRECT OBJECT	3100671
C. INDIRECT OBJECT	3100671
*D. PREDICATE NOMINATIVE	3100671
THEY ENJOYED HIS *COMPANY* SO MUCH HE HATED TO LEAVE.	3100672
*A. DIRECT OBJECT	3100672
B. INDIRECT OBJECT	3100672
C. PREDICATE NOMINATIVE	3100672
D. SUBJECT	3100672
HIS ABILITY TO SOLVE GEOMETRY PROBLEMS MADE HIM A VERY POPULAR *PERSON*.	3100673
*A. DIRECT OBJECT	3100673
B. INDIRECT OBJECT	3100673
C. OBJECT OF PREPOSITION	3100673
D. PREDICATE NOMINATIVE	3100673
THE BOY SITTING NEAR THE WINDOW IS AN OUTSTANDING *SCHOLAR*.	3100674
A. DIRECT OBJECT	3100674
B. INDIRECT OBJECT	3100674
C. OBJECT OF PREPOSITION	3100674
*D. PREDICATE NOMINATIVE	3100674
MR. SMATHERS, THE RICHEST MAN IN *TOWN*, IS NOT VERY GENEROUS.	3100675
A. DIRECT OBJECT	3100675
*B. OBJECT OF PREPOSITION	3100675
C. PREDICATE NOMINATIVE	3100675
D. APPOSITIVE	3100675
*HONESTY* IS NOT NECESSARILY THE HIGHEST VIRTUE.	3100676
*A. SUBJECT	3100676
B. DIRECT OBJECT	3100676
C. INDIRECT OBJECT	3100676
D. OBJECT OF PREPOSITION	3100676
HERE AND THERE HIGH IN THE CLIFFS WERE SPOTTED THE NATIVE	3100677

MOUNTAIN *GOATS*.	3100677
*A. SUBJECT	3100677
B. DIRECT OBJECT	3100677
C. INDIRECT OBJECT	3100677
D. PREDICATE NOMINATIVE	3100677
THE WIND AT HIS BACK GAVE THE *ATHLETE* AN ADVANTAGE.	3100678
A. SUBJECT	3100678
B. DIRECT OBJECT	3100678
*C. INDIRECT OBJECT	3100678
D. PREDICATE NOMINATIVE	3100678
EACH OF THOSE MEN GAVE HIS LIFE FOR HIS *COUNTRY*.	3100679
A. DIRECT OBJECT	3100679
B. INDIRECT OBJECT	3100679
C. OBJECT OF PREPOSITION	3100679
*D. PREDICATE NOMINATIVE	3100679
THE CLASS CAST ITS *VOTE* AFTER A LENGTHY DISCUSSION.	3100680
*A. DIRECT OBJECT	3100680
B. INDIRECT OBJECT	3100680
C. OBJECT OF PREPOSITION	3100680
D. SUBJECT	3100680
THIS KIND OF *NOTEBOOK* WILL HOLD PAPERS SECURELY.	3100681
A. SUBJECT	3100681
B. DIRECT OBJECT	3100681
C. INDIRECT OBJECT	3100681
*D. OBJECT OF PREPOSITION	3100681
THE CROWD ROSE TO ITS FEET AND SHOUTED ITS *APPROVAL* OF THE PLAY.	3100682
*A. DIRECT OBJECT	3100682
B. INDIRECT OBJECT	3100682
C. PREDICATE NOMINATIVE	3100682
D. APPOSITIVE	3100682
THE CLUB OFFERED ITS *MEMBERS* A SERIES OF LECTURES.	3100683
A. DIRECT OBJECT	3100683
*B. INDIRECT OBJECT	3100683
C. OBJECT OF PREPOSITION	3100683
D. PREDICATE NOMINATIVE	3100683
THE INSTRUCTOR GAVE TOM AND *CY* THEIR SKI POLES AND TOLD THEM TO TRY AGAIN.	0684
A. DIRECT OBJECT	684
*B. INDIRECT OBJECT	3100684
C. PREDICATE NOMINATIVE	3100684
D. APPOSITIVE	3100684
THE SMALLEST GIRL IN THE CHOIR SANG AT THE TOP OF HER *VOICE*.	3100685
A. DIRECT OBJECT	3100685
B. INDIRECT OBJECT	3100685
*C. OBJECT OF PREPOSITION	3100685
D. PREDICATE NOMINATIVE	3100685
MY YOUNGER SISTER, THE *GIRL* WEARING THE RED PARKA, BEGAN SKI LESSONS TODAY.	3100686
A. SUBJECT	3100686
B. DIRECT OBJECT	3100686
C. INDIRECT OBJECT	3100686

*D. APPOSITIVE	3100686
SUCCESS, THE *DREAM* OF MOST PEOPLE, IS NOT ALWAYS OBTAINED.	3100687
A. SUBJECT	3100687
B. DIRECT OBJECT	3100687
C. PREDICATE NOMINATIVE	3100687
*D. APPOSITIVE	3100687
THAT IS NO *CONCERN* OF YOURS.	3100688
A. SUBJECT	3100688
B. DIRECT OBJECT	3100688
C. INDIRECT OBJECT	3100688
*D. PREDICATE NOMINATIVE	3100688
WE VISITED THE AMUSEMENT *PARK* SEVERAL TIMES DURING THE SUMMER.	3100689
A. SUBJECT	3100689
*B. DIRECT OBJECT	3100689
C. INDIRECT OBJECT	3100689
D. PREDICATE NOMINATIVE	3100689
THE *GROUP* OF CAROLERS WAITED OUTSIDE THE HOUSE UNTIL THE LIGHTS WENT ON.	3100690
*A. SUBJECT	3100690
B. OBJECT OF PREPOSITION	3100690
C. PREDICATE NOMINATIVE	3100690
D. APPOSITIVE	3100690
*****	
THE STUDENT CAN DEMONSTRATE HIS UNDERSTANDING OF SENTENCE COMPLEMENTS BY SELECTING SENTENCES ILLUSTRATING DIRECT OBJECTS, INDIRECT OBJECTS, PREDICATE NOMINATIVES, AND PREDICATE ADJECTIVES. %20	0132
DIRECTIONS - CHOOSE THE SENTENCE THAT CONTAINS AN EXAMPLE OF EACH OF THE FOLLOWING TERMS.	0115
DIRECT OBJECT	3101275
A. HE WAS THE PRESIDENT OF THE COMPANY.	3101275
*B. MR. SMITH THREW THE BALL TO HER.	3101275
C. THEY RAN RAPIDLY DOWN THE STREET.	3101275
D. IT HAD BEEN A LOVELY DAY.	3101275
PREDICATE NOMINATIVE	3101276
*A. SOME OF THE BOYS ARE HONOR STUDENTS.	3101276
B. THE BOYS WANTED TO CLIMB THE MOUNTAIN.	3101276
C. THEY SANG SONGS ALL EVENING.	3101276
D. WILL YOU BE READY ON TIMEO	3101276
PREDICATE ADJECTIVE	3101277
A. MY FATHER REFINISHED THAT DESK.	3101277
B. THEY WANTED TO GET HOME BEFORE DARK.	3101277
C. HAVE YOU EVER BELIEVED IN SANTA CLAUSO	3101277
*D. IN A FEW MINUTES EVERYONE WAS ASLEEP.	3101277
INDIRECT OBJECT	3101278
A. RUNNING ON THE ICE, THE BOY SLIPPED AND FELL.	3101278
B. JIM BROWN WAS ELECTED PRESIDENT.	3101278
*C. SHE SENT HIM HIS CHRISTMAS PRESENT.	3101278
D. THIS DESSERT REALLY TASTES GOOD.	3101278

# INDIRECT OBJECT

- \*A. HE HIT THE TARGET WITH HIS ARROW.
- B. I HAVE NEVER BEEN TO SPAIN.
- C. THE DEMONSTRATION TURNED OUT TO BE A RIOT.
- D. MY SISTER HAS BEEN A TEACHER FOR MANY YEARS.

3101279  
3101279  
3101279  
3101279  
3101279

# PREDICATE NOMINATIVE

- \*A. THAT IS NO CONCERN OF YOURS.
- B. THERE WERE ONLY THREE BOYS AT THE PARTY.
- C. DID YOU HEAR THAT NOISE?
- D. MY ATTEMPTS AT WRITING ARE HORRIBLE.

3101280  
3101280  
3101280  
3101280  
3101280

# PREDICATE ADJECTIVE

- A. HE IS A FARMER.
- \*B. COLDS ARE CONTAGIOUS.
- C. RUN HOME QUICKLY.
- D. PREPARE YOURSELF.

3101281  
3101281  
3101281  
3101281  
3101281

# INDIRECT OBJECT

- A. IT WAS THE LOVIEST DAY OF THE YEAR.
- B. SHE APOLOGIZED FOR TALKING OUT OF TURN.
- \*C. THE BOYS BUILT THEMSELVES A ROARING FIRE.
- D. THE THOUGHT OF A TRIP WAS MOST EXCITING.

3101282  
3101282  
3101282  
3101282  
3101282

# INDIRECT OBJECT

- A. BROKEN GLASS ON THE FLOOR CAN BE DANGEROUS.
- \*B. THE SCIENTIST BURNED HIS HAND ON THE HEATER.
- C. THESE BONDS SHOULD BECOME VALUABLE.
- D. PAUL IS OUR YOUNGEST SON.

3101283  
3101283  
3101283  
3101283  
3101283

# PREDICATE NOMINATIVE

- \*A. JEAN AND JOAN HAVE BEEN ARTISTS FOR YEARS.
- B. DID YOU USE CHALK FOR THAT PICTURE?
- C. THE ROOM LOOKED NEAT AND CLEAN.
- D. DON'T THROW THAT BALL YET.

3101284  
3101284  
3101284  
3101284  
3101284

# PREDICATE ADJECTIVE

- \*A. THE BOAT SEEMS TOO NARROW FOR THE FIVE PEOPLE.
- B. HANG THE WET SHEETS ON THE LINE IN THE YARD.
- C. HE ALWAYS WANTED TO BE A DOCTOR.
- D. THE COUNTRY IS A WONDERFUL PLACE.

3101285  
3101285  
3101285  
3101285  
3101285

# INDIRECT OBJECT

- A. JEAN CERTAINLY LOOKED GLAMOROUS.
- B. THE CAMPERS BUILT A FIRE.
- C. MOM POLISHED HER SILVER.
- \*D. THE MAN OFFERED HER A SEAT.

3101286  
3101286  
3101286  
3101286  
3101286

# DIRECT OBJECT

- A. WHEN HE GRADUATED, HE WAS GIVEN A GOLD WRIST WATCH.
- B. HERE IS GREAT NEWS FOR MUSIC LOVERS.
- C. THERE WERE TEN PEOPLE COMING FOR DINNER.
- D. LAKE TAHOE IS A FAMOUS VACATION AREA.

3101287  
3101287  
3101287  
3101287  
3101287

# PREDICATE NOMINATIVE

- A. HE FELT A SHARP PAIN IN HIS BACK.
- B. THE INDIANS TAUGHT US HOW TO PLANT CORN.
- C. THE FLOOD WATERS HAD BEEN A THREAT TO THE LITTLE TOWN.
- \*D. TAKE YOUR REPORT CARD HOME AND HAVE IT SIGNED.

3101288  
3101288  
3101288  
3101288  
3101288

PREDICATE ADJECTIVE	3101287
A. THE CROWD SHOUTED ITS APPROVAL.	3101287
B. OVERNIGHT THE RIVER DRIED UP.	3101288
*C. HIS BUSINESS CERTAINLY SEEMS PROSPEROUS.	3101289
D. WE GATHERED OUR THINGS TOGETHER.	3101289

INDIRECT OBJECT	3101290
*A. EVERYONE IN THE CLASS SENT JOHN A BIRTHDAY CARD.	3101290
B. THE COMPANY THAT PRINTS CALENDARS DIDNT HAVE THEM READY.	3101290
C. WE HAVE A NEW LIBRARIAN AT OUR SCHOOL.	3101290
D. THAT NEW BOY IS PROBABLY A GOOD WORKER.	3101290

DIRECT OBJECT	3101291
A. THE LETTER WAS THE ONLY MEMENTO WE STILL HAD.	3101291
B. THAT NEW BOY IS PROBABLY A GOOD WORKER.	3101291
*C. THE CROWD SHOUTED ITS APPROVAL.	3101291
D. MISS JONES IS THE FINEST PERSON IVE EVER KNOWN.	3101291

PREDICATE NOMINATIVE	3101292
*A. IN HIS YOUTH, MY FATHER WAS A MILKMAN.	3101292
B. THE MEAT WAS COOKED TO PERFECTION.	3101292
C. TRY TO CLIMB OVER THAT FENCE IF YOU CAN.	3101292
D. HE FELT A SHARP PAIN IN HIS BACK.	3101292

PREDICATE ADJECTIVE	3101293
A. THE CAMPERS WRIGGLED OUT OF THEIR SLEEPING BAGS.	1293
D. DID YOU HAPPEN TO SEE THE FULL MOON LAST NIGHT?	3101293
C. FOUR PEOPLE ATTENDED WHO WERE NOT INVITED.	3101293
*D. THE TREE WAS REMARKABLY FRAGRANT.	3101293

DIRECT OBJECT	3101294
A. THE GROCERY BUSINESS CERTAINLY LOOKS PROSPEROUS.	3101294
B. THE MEAT WAS NOT WELL COOKED.	3101294
*C. IN AUGUST, THE MEN HARVESTED THE CORN.	3101294
D. SPRING WILL SOON BE HERE.	3101294

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THE STUDENT WILL SHOW HIS UNDERSTANDING OF THE USE OF NOUNS AS INDIRECT OBJECTS OF VERBS BY IDENTIFYING SENTENCES WITH NOUNS USED AS INDIRECT OBJECTS. %20	0204
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SELECT THE SENTENCE IN WHICH THE STARRED WORD IS AN INDIRECT OBJECT.	0168
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A. THE TEACHER* GAVE THE CLASS A LONG ASSIGNMENT FOR THE NEXT DAY.	2066
B. THE TEACHER GAVE THE CLASS A LONG ASSIGNMENT* FOR THE NEXT DAY.	
*C. THE TEACHER GAVE THE CLASS* A LONG ASSIGNMENT FOR THE NEXT DAY.	

A. THE BOARD OF TRUSTEES VOTED THEIR MEMBERS A RAISE*.	2066
*B. THE BOARD OF TRUSTEES VOTED THEIR MEMBERS* A RAISE.	
C. THE BOARD* OF TRUSTEES VOTED THEIR MEMBERS A RAISE.	

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THE STUDENT WILL SHOW HIS UNDERSTANDING OF THE USE OF NOUNS AS	0202
--	------

PREDICATE NOMINATIVES BY IDENTIFYING SENTENCES WITH NOUNS USED AS  
PREDICATE NOMINATIVES. %2

SELECT THE SENTENCE IN WHICH THE STARRED WORD IS A PREDICATE  
NOMINATIVE. 0166

- A. MR. SMITH\* WAS ELECTED MAYOR OF GEORGETOWN IN A CLOSE ELECTION. 2063
- B. MR. SMITH WAS ELECTED MAYOR OF GEORGETOWN IN A CLOSE ELECTION\*.
- \*C. MR. SMITH WAS ELECTED MAYOR\* OF GEORGETOWN IN A CLOSE ELECTION.

- \*A. BATISTA WAS A DICTATOR\* OF CUBA. 2064
- B. BATISTA WAS A DICTOR OF CUBA\*.
- C. BATISTA\* WAS A DICTATOR OF CUBA.

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF A PROPER NOUN  
DISTINGUISHED FROM OTHER NOUNS BY SELECTING THE SENTENCE THAT  
CONTAINS A PROPER NOUN. %1 0182

DIRECTIONS - CHOOSE THE LETTER IN FRONT OF THE SENTENCE THAT HAS  
AS ITS SUBJECT A PROPER NOUN. 0153

- A. EVERYBODY HAD A GOOD TIME. 3102033
- \*B. MISS SULLIVAN ATE AN APPLE. 3102033
- C. NO ONE SPOKE. 3102033
- D. SOMETHING MUST HAVE HAPPENED TO HER. 3102033

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF NOUNS BY  
SELECTING THE WORD THAT ACTS AS A NOUN IN A GIVEN SENTENCE. %21 0104

DIRECTIONS - SELECT THE ONE WORD WHICH IS \*NOT\* A NOUN, FROM THE  
WORDS BELOW EACH SENTENCE. 0090

THE PUPPY SHOWED HIS AFFECTION FOR JACKIE BY NIPPING AT HER  
HEELS. 3100608

- A. PUPPY 3100608
- B. AFFECTION 3100608
- \*C. HER 3100608
- D. HEELS 3100608

CRUELTY TO ANIMALS SHOULD BE A CONCERN OF ALL PEOPLE. 3100609

- A. CRUELTY 3100609
- B. ANIMALS 3100609
- C. CONCERN 3100609
- \*D. ALL 3100609

HER COMPLAINTS OFTEN ANNOYED HER FRIENDS AND RELATIVES. 3100610

- A. COMPLAINTS 3100610
- \*B. ANNOYED 3100610
- C. FRIENDS 3100610
- D. RELATIVES 3100610

LAWYERSHELP WAS NEEDED BECAUSE THE DEED WAS CONFUSING TO 3100611



MR. BEEM.	3100611
A. HELP	3100611
B. DEED	3100611
*C. CONFUSING	3100611
D. MR. BEEM	3100611
JACKS SPRAINED ANKLE KEPT HIM FROM SKIING IN COLORADO DURING CHRISTMAS VACATION.	3100612
A. ANKLE	3100612
B. COLORADO	3100612
*C. CHRISTMAS	3100612
D. VACATION	3100612
THE PIECE OF PAPER WITH THE IMPORTANT MESSAGE FLOATED SILENTLY TO THE GROUND.	3100613
A. PIFCE	3100613
B. PAPER	3100613
*C. IMPORTANT	3100613
D. MESSAGE	3100613
A LARGE AMOUNT OF MONEY WAS NEEDED TO RESTORE THE FAMOUS LANDMARK.	3100614
A. AMOUNT	3100614
B. MONEY	3100614
*C. FAMOUS	3100614
D. LANDMARK	3100614
THE NEED FOR ANOTHER SCHOOL WAS APPARENT WHEN THE NEW SUB-DIVISION WAS BUILT.	3100615
A. NEED	3100615
*B. ANOTHER	3100615
C. SCHOOL	3100615
D. SUBDIVISION	3100615
AT SOME TIME EVERY PERSON FEELS HAPPINESS AND SADNESS.	3100616
*A. SOME	3100616
B. TIME	3100616
C. HAPPINFSS	3100616
D. SADNESS	3100616
THE NEED OF THAT FAMILY WAS GREAT SINCE THE FATHER WAS AN INVALID.	3100617
A. NEED	3100617
B. FAMILY	3100617
*C. GREAT	3100617
D. INVALID	3100617
HE HAD A GREAT DEAL OF PRIDE IN HIS ABILITIES.	3100618
*A. HF	3100618
B. DEAL	3100618
C. PRIDE	3100618
D. ABILITIES	3100618
A HALF GALLON OF ICE CREAM WAS NOT ENOUGH FOR THAT LARGE CROWD.	3100619
A. GALLON	3100619
B. ICE CRFAM	3100619
*C. ENOUGH	3100619
D. CROWD	3100619
AN APPOINTMENT TO SEE THE DOCTOR COULD NOT BE MADE UNTIL NEXT	3100620

MONTH.	3100620
A. APPOINTMENT	3100620
B. DOCTOR	3100620
*C. UNTIL	3100620
D. MONTH	3100620
ALTHOUGH THE FAKE DIAMOND SPARKLED, JERRY THOUGHT IT WAS NO SUBSTITUTE FOR THE REAL THING.	3100621
*A. FAKE	3100621
B. JERRY	3100621
C. SUBSTITUTE	3100621
D. THING	3100621
AS TERRY SAT THERE ALONE, HE REMEMBERED HIS HOME HAD ALWAYS BEEN FILLED WITH LAUGHTER.	3100622
A. TERRY	3100622
*B. ALONE	3100622
C. HOME	3100622
D. LAUGHTER	3100622
THE LITTLE BOY WAS NEVER SURE IF HIS ACTIONS WOULD BRING A REWARD OR A PUNISHMENT.	3100623
*A. NEVER	3100623
B. ACTIONS	3100623
C. REWARD	3100623
D. PUNISHMENT	3100623
FOR A YOUNG CHILD, TIM HAD A BROAD RANGE OF INTERESTS.	3100624
A. TIM	3100624
*B. BROAD	3100624
C. RANGE	3100624
D. INTERESTS	3100624
THE COLD BEGAN TO SEEP THROUGH HIS HEAVY COAT, AND JOHN HOPED HE'D GET THERE SOON.	3100625
A. COLD	3100625
B. COAT	3100625
C. JOHN	3100625
*D. THERE	3100625
THERE WERE MANY STRANGERS IN TOWN THAT DAY, AND A FEELING OF EXCITEMENT HUNG IN THE AIR.	3100626
*A. THERE	3100626
B. FEELING	3100626
C. EXCITEMENT	3100626
D. AIR	3100626
OUR OUTING WAS CANCELLED BECAUSE OF THE THREAT OF TORNADOES.	3100627
*A. OUR	3100627
B. OUTING	3100627
C. THREAT	3100627
D. TORNADOES	3100627
HIS TENDENCY TOWARD VIOLENCE IS APPARENT IN HIS ACTIONS.	3100628
A. TENDENCY	3100628
B. VIOLENCE	3100628
*C. APPARENT	3100628
D. ACTIONS	3100628

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GIVEN SEVERAL PHRASES IN WHICH THE SAME WORD APPEARS, THE STUDENT CAN SHOW UNDERSTANDING OF NOUNS BY SELECTING THE PHRASE IN WHICH THE RECURRING WORD IS USED AS A NOUN. %304

0105

DIRECTIONS - INDICATE IN WHICH PHRASE THE STARRED WORD IS USED AS A NOUN.

0091

- \*A. THE ANIMAL \*FARM\*
- B. THE \*FARM\* ANIMALS
- C. WILL \*FARM\* THE LAND

3100629  
3100629  
3100629

- \*A. BROKE HIS NEW \*SKI\*
- B. OFF THE \*SKI\* JUMP
- C. CAN \*SKI\* WELL

3100630  
3100630  
3100630

- A. THE \*STAMP\* MACHINE
- B. \*STAMP\* THE LETTER
- \*C. GLUED THE \*STAMP\* ON IT

3100631  
3100631  
3100631

- A. BROUGHT THE \*REPORT\* CARD
- \*B. GAVE A \*REPORT\* TO THE CLASS
- C. MUST \*REPORT\* TO THE CLASS

3100632  
3100632  
3100632

- \*A. THE MOTHERS \*LOVE\* FOR HER CHILD
- B. \*LOVE\* YOUR ENEMIES
- C. THE ANTIQUE \*LOVE\* SEAT

3100633  
3100633  
3100633

- A. WALKED \*DOWN\* THE STAIRS
- B. TRIED TO \*DOWN\* THE FOOTBALL
- \*C. USED \*DOWN\* TO FILL PILLOWS

3100634  
3100634  
3100634

- \*A. THE \*TRY\* WAS FUTILE.
- B. PLEASE \*TRY\* AGAIN.
- C. HE WILL \*TRY\* HARD.

3100635  
3100635  
3100635

- A. TERRIBLE \*SNOW\* STORM
- \*B. \*SNOW\* PILED HIGH
- C. WILL \*SNOW\* SOON

3100636  
3100636  
3100636

- \*A. WAS \*FORCE\* NECESSARY
- B. DONT \*FORCE\* THE LOCK.
- C. \*FORCE\* HIM TO WORK.

3100637  
3100637  
3100637

- A. \*CHEER\* THE TEAM
- \*B. THE \*CHEER\* WAS LOUD
- C. TO \*CHEER\* HER UP

3100638  
3100638  
3100638

- A. FOUND A \*CAMP\* SITE
- B. \*CAMP\* OUT ON OUR VACATION
- \*C. GONE TO SUMMER \*CAMP\*

3100639  
3100639  
3100639

- \*A. CUTTING \*COMMENT\*
- B. \*COMMENT\* ON THAT IDEA
- C. WILL \*COMMENT\* LATER

3100640  
3100640  
3100640

- \*A. HER \*DREAM\* OF THE FUTURE
- B. SHE WILL \*DREAM\*
- C. SLEEP AND \*DREAM\*

3100641  
3100641  
3100641

- \*A. BROKE THE WOODEN \*PADDLE\*

3100642

B. CANT *PADDLE* UPSTREAM	3100642
C. PLAY *PADDLE* BALL	3100642
A. COLORFUL *BEACH* BALL	3100643
*R. A ROCKY *BEACH*	3100643
C. *BEACH* THE CRAFT	3100643
A. *FISH* FOR SALMON	3100644
*B. A DEEP SEA *FISH*	3100644
C. BELIEVE HIS *FISH* STORY	3100644
*A. THE *PARALLEL* OF TWO LINES	3100645
B. THE *PARALLFL* LINES	3100645
C. GYMNASTICS ON *PARALLFL* BARS	3100645
A. WILL *ICE* THE BIRTHDAY CAKE	3100646
*B. FOUND *ICE* ON THE POND	3100646
C. MAKES *ICE* CUBES QUICKLY	3100646
A. *BLANKET* FACTORY	3100647
*B. A *BLANKFT* OF SNOW	3100647
C. *BLANKET* THE HILLSIDE WITH SNOW	3100647
A. DONT *HANDLE* THE KITCHEN	3100648
*B. BROKE THE *HANDLE* OFF	3100648
C. HIS *HANDLE* BAR	3100648
A. THE *HANGING* GARDEN OF BABYLON	3100649
B. AM *HANGING* THE PICTURE	3100649
*C. A BURLAP WALL *HANGING*	3100649
*A. POUND WITH THE *HAMMER*	3100650
B. *HAMMER* THE NAIL	3100650
C. CAN *HAMMER* HARD	3100650
A. *TEST* A SKILL	3100651
*B. TO FAIL A *TEST*	3100651
C. A HARD *TFST* QUESTION	3100651
A. WILL *RUN* HOME QUICKLY	3100652
*B. IF THE TRIAL *RUN* FAILED	3100652
C. *RUN* FASTER THAN YOU	3100652
*A. DO HARD *WORK*	3100653
B. HAS TO *WORK* HARD	3100653
C. THE *WORK* BENCH IN THE GARAGE	3100653
*A. COULD NOT KEEP *SCORE*	3100654
B. HELP *SCORE* THE TESTS	3100654
C. BAD *SCORE* CARD	3100654
*A. MADE A *STUDY* OF JUNGLE ANIMALS	3100655
B. WILL *STUDY* FOR THE EXAM	3100655
C. A NOISY *STUDY* HALL	3100655
A. CAREFUL WITH THE *PAPER* CUTTER	3100656
B. WILL *PAPER* THE STAIRWELL	3100656
*C. READ THE *PAPER* REGULARLY	3100656
A. *DANCE* WITH SOMEONE	3100657
B. DONT WANT TO *DANCE* TONIGHT	3100657

- \*C. CAME TO THE \*DANCE\* ALONE 3100657
- A. CHILDS \*AIR\* RIFLE 3100658
- \*B. \*AIR\* WAS POLLUTED 3100658
- C. MUST \*AIR\* THE PILLOWS 3100658
- \*A. HEARD THE \*BAND\* PLAY 3100659
- B. A SUMMER \*BAND\* CONCERT 3100659
- C. MUST \*BAND\* TOGETHER FOR SAFETY 3100659

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THE STUDENT WILL SHOW HIS UNDERSTANDING OF THE USE OF A NOUN AS A SUBJECT OF A SENTENCE BY IDENTIFYING SENTENCES WITH NOUNS USED AS SUBJECTS. %20 0205

SELECT THE SENTENCE IN WHICH THE STARRED WORD IS A SUBJECT. 0169

- A. TWO NATIONS SHARE AN ISLAND\* IN THE CARIBBEAN. 2068
- \*B. TWO NATIONS\* SHARE AN ISLAND IN THE CARIBBEAN.
- C. TWO NATIONS SHARE AN ISLAND IN THE CARIBBEAN\*.

- A. THE TRAIL OF THE JET STREAM MADE A WHITE LINE ACROSS THE SKY\*. 2069
- B. THE TRAIL OF THE JET STREAM\* MADE A WHITE LINE ACROSS THE SKY.
- \*C. THE TRAIL\* OF THE JET STREAM MADE A WHITE LINE ACROSS THE SKY.

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THE STUDENT SHOWS KNOWLEDGE OF OBJECTS OF PREPOSITIONS BY SELECTING THE OBJECT FROM SENTENCES CONTAINING PREPOSITIONAL PHRASES. %20 0121

DIRECTIONS - IN EACH SENTENCE BELOW CHOOSE THE WORD THAT IS THE OBJECT OF THE PREPOSITION IN A PREPOSITIONAL PHRASE. 0104

- THE MAN BEHIND THE COUNTER SHOWED US SEVERAL ALBUMS. 3100988
- A. MAN 3100988
- \*B. COUNTER 3100988
- C. US 3100988
- D. ALBUMS 3100988

- THE CARS FENDER HAD BEEN CRUMPLED IN THE ACCIDENT. 3100989
- A. CARS 3100989
- B. FENDER 3100989
- C. CRUMPLED 3100989
- \*D. ACCIDENT 3100989

- WE SPENT A COOL SUMMER BY THE LAKE. 3100990
- A. WE 3100990
- B. COOL 3100990
- C. SUMMER 3100990
- \*D. LAKE 3100990

- THE SIGNAL WAS GIVEN TO THE RUNNERS AND THE RACE BEGAN. 3100991
- A. SIGNAL 3100991
- \*B. RUNNERS 3100991

C. PACE	3100991
D. RFGAN	3100991
THE REPORT ABOUT THE REVOLUTION SEEMED TOO LONG.	3100992
A. REPORT	3100992
B. ABOUT	3100992
*C. REVOLUTION	3100992
D. LONG	3100992
THE LITTLE OLD LADY PLANTED FLOWERS IN A STRAIGHT ROW.	3100993
A. LADY	3100993
B. FLOWERS	3100993
C. STRAIGHT	3100993
*D. ROW	3100993
THE DRAWER WAS FILLED WITH BROKEN PENS AND PENCILS.	3100994
A. DRAWFR	3100994
B. PENS	3100994
C. PENCILS	3100994
*D. PENS AND PENCILS	3100994
THE STRAWBERRY JAM MADE BY GRANDMOTHER WAS DELICIOUS.	3100995
A. STRAWBERRY	3100995
B. JAM	3100995
*C. GRANDMOTHR	3100995
D. DELICIOUS	3100995
BOOKS AND PAPERS CAME TUMBLING OUT OF HIS LOCKER.	3100996
A. BOOKS	3100996
B. PAPERS	3100996
C. BOOKS AND PAPERS	3100996
*D. LOCKER	3100996
THE WAITRESS BROUGHT COKES AND HAMBURGERS TO US.	3100997
A. WAITRESS	3100997
B. COKES	3100997
C. HAMBURGERS	3100997
*D. US	3100997
THE OBEDIENT CHILD PUT HIS TOYS INTO THE CHEST.	3100998
A. OBEDIENT	3100998
B. CHILD	3100998
C. TOYS	3100998
*D. CHEST	3100998
THE GIRL WITH THE SUITCASE AND HATBOX WAITED PATIENTLY.	3100999
A. GIRL	3100999
B. SUITCASE	3100999
C. HATBOX	3100999
*D. SUITCASE AND HATBOX	3100999
THE DANGEROUS CURVE WAS COVERED WITH ICE AND SNOW.	3101000
A. CURVE	3101000
B. ICE	3101000
C. SNOW	3101000
*D. ICE AND SNOW	3101000
AUNT SARA BROUGHT SALLY AND SUE GIFTS FOR THEIR BIRTHDAYS.	3101001
A. SARA	3101001
B. SALLY AND SUE	3101001
C. GIFTS	3101001



*D. BIRTHDAYS	3101001
THE ALARM CLOCK RANG BEFORE SIX O'CLOCK.	
A. ALARM	3101002
B. CLOCK	3101002
C. SIX	3101002
*D. O'CLOCK	3101002
THE NOISE IN THE HALL DISTRACTS US.	
A. NOISE	3101003
*B. HALL	3101003
C. US	3101003
D. HALL, US	3101003
GARY GOBBLED HIS DINNER IN FIVE MINUTES BECAUSE HE WAS LATE.	
A. GARY	3101004
B. DINNER	3101004
*C. MINUTES	3101004
D. HE	3101004
I DIDN'T FINISH THE BOOK BECAUSE IT WAS WRITTEN IN A DIFFICULT STYLE.	
A. I	3101005
B. BOOK	3101005
C. DIFFICULT	3101005
*D. STYLE	3101005
OUR DOG BRINGS THE EVENING PAPER TO DAD.	
A. DOG	3101006
B. EVENING	3101006
C. PAPER	3101006
*D. DAD	3101006
WE OWE THEM A DEBT FOR THEIR KINDNESS.	
A. WE	3101007
B. THEM	3101007
C. DEBT	3101007
*D. KINDNESS	3101007

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THE STUDENT WILL SHOW UNDERSTANDING OF CASE BY SELECTING SUBJECT PRONOUN, OBJECT PRONOUN, PREDICATE NOMINATIVE, OR POSSESSIVE PRONOUN AS NEEDED TO COMPLETE A GIVEN SENTENCE. %8 0073

FROM THE LIST BELOW, SELECT THE ONE THAT IS NEEDED TO COMPLETE THE SENTENCE. 0062

- A. IF YOU NEED A SUBJECT PRONOUN.
- B. IF YOU NEED AN OBJECT PRONOUN.
- C. IF YOU NEED A PREDICATIVE NOMINATIVE.
- D. IF YOU NEED A POSSESSIVE PRONOUN.

THE LIBRARIAN GAVE THE BOY AND A LIST OF BOOKS TO READ. \*B 3100428

MY FATHER AND WERE IN THE BOAT. \*A 3100429

EVERY ONE OF THE SERVANTS HAS WORK TO DO. \*D 3100430

AMERICA IS NOTED FOR THE BEAUTY OF SCENERY. \*D 3100431

TO	DID TOM SPEAK	*B	3100432
THE GIRL IN RED IS	.	*C	3100433
THE RUNAWAYS WERE	TOM SAWYER AND	.	*C
ANYONE MAY SUCCEED IF	WISHES TO DO SO.	*A	3100435

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THE STUDENT WILL SHOW UNDERSTANDING OF CASE BY CATEGORIZING SPECIFIED PRONOUNS IN SENTENCES AS NOMINATIVE, OBJECTIVE, OR POSSESSIVE. %40	0075
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DIRECTIONS  
SELECT THE LETTER OF THE ANSWER THAT BEST DEFINES THE STARRED WORD.

BRING *ME* A LIGHT PLEASE.	3100463
A. NOMINATIVE	3100463
*B. OBJECTIVE	3100463
C. POSSESSIVE	3100463

WHO IS TO GO WITH *US*	3100464
A. NOMINATIVE	3100464
*B. OBJECTIVE	3100464
C. POSSESSIVE	3100464

NO, IT WAS NOT *I*	3100465
*A. NOMINATIVE	3100465
B. OBJECTIVE	3100465
C. POSSESSIVE	3100465

WHOM DID HE MEET AT *HIS* COUSIN'S HOUSE	3100466
A. NOMINATIVE	
B. OBJECTIVE	
*C. POSSESSIVE	

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THE STUDENT CAN SHOW UNDERSTANDING OF PRONOUN CASE BY CHOOSING THE PRONOUN TO COMPLETE A SENTENCE CORRECTLY. %200	0109
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DIRECTIONS  
SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

COURTEOUSLY, DAVID AND	LISTENED TO THE OLD MAN.	3100729
A. ME		3100729
B. THEM		3100729
*C. HE		3100729
D. US		3100729

OUR SNOOPY NEIGHBOR WAS WATCHING	BOYS.	3100730
*A. US		3100730
B. WE		3100730
C. THEM		3100730

WOULD YOU BRING MERRY AND	SOME PAPER.	3100731
A. I		3100731
B. ME		3100731

- C. HE
- D. THEY

WILL YOU GIVE

- A. SHE
- \*B. HER
- C. THEY
- D. HE

AND ME PERMISSION TO GOO

SHOW THE GIRLS AND

- A. THEY
- \*B. US
- C. HE
- D. WE

THE WAY.

THE GIRLS AND

- \*A. THEY
- B. US
- C. THEM
- D. HIM

ARE ANXIOUS TO LEAVE.

IT IS SARA AND

- A. HER
- B. ME
- \*C. I
- D. US

THE ONES THAT DID THE DAMAGE WERE

- A. US
- B. THEM
- \*C. THEY

GIRLS SHOPPED ALL AFTERNOON.

- A. THEM
- B. US
- \*C. WE
- D. THEY

I WISH YOU COULD TAKE SHERRY AND

- A. I
- \*B. ME
- C. THEY
- D. WE

ALONG.

IT WAS BARRY AND

- A. HIM
- B. THEM
- C. ME
- \*D. HE

WHO WERE CAUGHT.

AND I EXAMINED THE ANCIENT LANDMARK.

- \*A. SHE
- B. HER
- C. HIM
- D. THEM

THAT WAS

- \*A. SHE
- B. HER
- C. HIM
- D. THEM

WHOM WE MET DOWNTOWN.

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THE TEACHER GAVE AND ME A WARNING GLANCE.

- A. SHE
- B. THEY
- C. HE
- \*D. HIM

3100742  
3100742  
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3100742  
3100742

THE LITTLE RACCOON WAS SUCH A NUISANCE THAT I HAD TO GIVE TO THE ZOO.

- A. HE
- \*B. HIM
- C. SHE

0743  
3100743  
3100743  
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3100743

DID YOU KNOW KRISTY AND IN THEIR COSTUMES

- A. HE
- B. SHE
- \*C. HER
- D. THEY

3100744  
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3100744

OUR CLASS SENT LETTERS TO BARBARA AND MEASLES.

- \*A. HER
- B. SHE
- C. HE
- D. THEY

WHEN THEY HAD THE

3100745  
3100745  
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3100745  
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3100745

MOTHER CALLED TO JIM AND

- \*A. HIM
- B. SHE
- C. HE
- D. I

3100746  
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3100746

IT WAS BOYS OUTSIDE YOUR WINDOW LAST NIGHT.

- A. US
- \*B. WE
- C. THEM

3100747  
3100747  
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3100747

WONT YOU CHOOSE OUR FRIENDS AND FIRST

- A. HE
- B. WE
- \*C. US
- D. SHE

3100748  
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3100748

GRANDMOTHER SENT CHRISTMAS PACKAGES TO OUR COUSINS AND EARLY.

- \*A. US
- B. WE
- C. THEY

3100749  
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3100749

COULD YOU FINISH THIS PAPER FOR

- A. THEY
- \*B. THEM
- C. HE
- D. SHE

3100750  
3100750  
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3100750

FATHER PAID JERRY AND FOR THEIR WORK.

- A. THEY
- \*B. THEM
- C. HE
- D. SHE

3100751  
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3100751

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THE STUDENT WILL SHOW COMPREHENSION OF PRONOUN CASE BY SELECTING THE CASE OF GIVEN WORDS IN SENTENCES. %30 0151

DIRECTIONS

IDENTIFY THE USE OF THE STARRED PRONOUN IN EACH SENTENCE BELOW BY CHOOSING ONE OF THE LISTED ALTERNATIVES.

134

- A. SUBJECT OF THE VERB
- B. PREDICATE NOMINATIVE
- C. OBJECT OF A VERB
- D. OBJECT OF A PREPOSITION

HAVE YOU SEEN MARY AND *HER* TODAY? *C	3101695
THE GIFT WAS GIVEN TO JOE AND *ME*. *D	3101696
WILL YOU GO WITH *ME*? *D	3101697
MY MOTHER AND *I* WANT TO THANK YOU. *A	3101698
WAS IT *YOU* I HEARD AT THE DOOR? *B	3101699
BETWEEN YOU AND *ME*, I DON'T BELIEVE THAT STORY. *D	3101700
I SENT *HIM* A LETTER. *C	3101701
IT MUST HAVE BEEN *THEY*. *B	3101702
WE TRIED TO SIT NEAR *YOU* AND HIM WHEN WE WENT TO THE SHOW. *D	3101703
WE AND *THEY* HAVE TAKEN MANY TRIPS TOGETHER. *A	3101704
DID YOU HIT *HER* ACCIDENTALLY, OR WAS IT ON PURPOSE? *C	3101705
BEHIND *HIM* STOOD THE TALL, DARK FIGURE OF A MAN. *D	3101706
WHENEVER OUR FAMILY TAKES A TRIP, MY SISTER AND *I* LIKE TO PACK LUNCHES. *A	3101707
I HEAR MY MOTHER CALLING MY BROTHER AND *ME*. *C	3101708
THE ATTENDANTS WILL BE YOU AND *HE*. *B	3101709
SALLY AND *HE* PLANNED TO GO TO THE PARTY LATER. *A	3101710
COULD IT HAVE BEEN *SHE*? *B	3101711
I NOTICED RECKY AND *HIM* STANDING BY THE POOL. *C	3101712
THE STARS OF THE PLAY WERE DEBBY AND *SHE*. *B	3101713
YOU AND *I* HAD BETTER GET HOME QUICKLY. *A	3101714
THAT MEMBER OF THE SKI PATROL SHOUTED TO *US* AS WE MADE THE WRONG TURN. *D	3101715
MY SISTER GREETED JOHN AND *HIM* AT THE DOOR. *C	3101716
THE WINNER IS EITHER YOU OR *HE*. *B	3101717

MY BROTHER AND *I* ARE THE ONLY REDHEADS IN THE FAMILY. *A	3101718
SEVEN CHILDREN ACCOMPANIED JOHN AND *ME* TO THE STORE. *C	3101719
MISS JOHNSON SAID THE PLAYERS ON THE TEAM WOULD BE DAVID AND *I*. *B	3101720
DAVID AND *I* WOULD BE THE PLAYERS ON THE TEAM. *A	3101721
MY NEIGHBOR GAVE *US* TWO TICKETS TO THE FOOTBALL GAME. *C	3101722
HAVE YOU EVER SEEN JOHN AND *HIM* PLAY ON THAT PARTICULAR TEAM? *C	3101723
THE RESPONSIBILITY WILL HAVE TO REST UPON YOU AND *HER*. *D	3101724

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STUDENTS WILL SHOW COMPREHENSION OF THE PROPER CASE OF PERSONAL PRONOUNS BY SELECTING THE PRONOUN TO COMPLETE GIVEN SENTENCES. %19	0195
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# DIRECTIONS

SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

TWO OF THE FASTEST RUNNERS ARE TED AND	3101341
A. HER.	3101341
*B. SHE.	3101341

OUR NEIGHBORS AND LOVE TO PLAY BRIDGE.	3101342
A. US	3101342
*B. WE	3101342

THEY LIVED A BLOCK FROM	3101343
*A. US.	3101343
B. WE.	3101343

THE TICKET SELLERS FOR THE GAME ARE TOM AND	3101344
A. ME.	3101344
*B. I.	3101344

THE LARGE MAN SAT BETWEEN JEAN AND	3101345
*A. ME.	3101345
B. I.	3101345

THE BALL HAD BEEN THROWN TO DAVID, BARRY, ALLEN AND	3101346
*A. ME.	3101346
B. I.	3101346

MY FAMILY, MY FRIEND JILL, AND WENT TO COLORADO TO SKI.	1347
A. ME	3101347
*B. I	3101347

THAT MOUNTAIN IN VAIL SHOULD IMPRESS BOTH AND YOU.	3101348
*A. HIM	3101348
B. HE	3101348

GIRLS REALLY ENJOYED IT.	3101349
A. US	3101349



*B. WE	3101349
HAVE JOE AND EVER GONE SKIINGO	3101350
A. HER	3101350
*B. SHE	3101350
HF AND DICK INVITED JOAN AND TO THE PARTY.	3101351
*A. ME	3101351
B. I	3101351
MY BROTHER IS TALLER THAN	3101352
A. ME	3101352
*B. I	3101352
I SENT TO THE STORE.	3101353
*A. THEM	3101353
B. THEY	3101353
THATS SITTING ON THE BENCH.	3101354
A. HIM	3101354
*B. HE	3101354
CAN JOE AND HFLPO	3101355
A. HER	3101355
*B. SHE	3101355
ILL BUY CHRIS AND SOME DOUGHNUTS FOR BREAKFAST.	3101356
*A. ME	3101356
B. I	3101356
AS THE COUNSELOR TOOK JERRY AND THROUGH THE SCHOOL, THEIR FEARS DISAPPEARED.	3101357
*A. HER	3101357
B. SHE	3101357
DID YOU SEE THE SMITHS AND AT THE GAMEO	3101358
*A. THEM	3101358
B. THEY	3101358
PLEASE DONT CHOOSE HANK OR FOR THE GAME.	3101359
*A. HIM	3101359
B. HE	3101359

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THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN PRONOUNS USED AS SUBJECTS, PREDICATE NOMINATIVES, DIRECT OBJECTS OF VERBS, INDIRECT OBJECTS OF VERBS, AND OBJECTS OF PREPOSITIONS BY CLASSIFYING PRONOUNS IN GIVEN SENTENCES. %60 0234

SELECT THE USE OF THE PRONOUN IN EACH SENTENCE. 0185

HARRY BROUGHT US SOME SANDWICHES. 2146

- A. SUBJECT
- B. PREDICATE NOMINATIVE
- C. DIRECT OBJECT OF A VERB
- \*D. INDIRECT OBJECT OF A VERB
- E. OBJECT OF A PREPOSITION

THE BOYS CHASED THEM DOWN THE STREET. 88

- A. SUBJECT
- B. PREDICATE NOMINATIVE
- \*C. DIRECT OBJECT OF A VERB
- D. INDIRECT OBJECT OF A VERB
- E. OBJECT OF A PREPOSITION

WHAT SIZE IS THISO

2148

- \*A. SUBJECT
- B. PREDICATE NOMINATIVE
- C. DIRECT OBJECT OF A VERB
- D. INDIRECT OBJECT OF A VERB
- E. OBJECT OF A PREPOSITION

THE PERSON AT THE DOOR MAY BE HE.

2149

- A. SUBJECT
- \*B. PREDICATE NOMINATIVE
- C. DIRECT OBJECT OF A VERB
- D. INDIRECT OBJECT OF A VERB
- E. OBJECT OF A PREPOSITION

THE CO-CAPTAINS WERE MARY AND I.

2150

- A. SUBJECT
- \*B. PREDICATE NOMINATIVE
- C. INDIRECT OBJECT OF A VERB
- D. INDIRECT OBJECT OF A VERB
- F. OBJECT OF A PREPOSITION

THE FAMILY LEFT WITHOUT JOHN AND ME.

2151

- A. SUBJECT
- B. PREDICATE NOMINATIVE
- C. DIRECT OBJECT OF A VERB
- D. INDIRECT OBJECT OF A VERB
- \*F. OBJECT OF A PREPOSITION

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THE STUDENT WILL SHOW HIS UNDERSTANDING OF THE USE OF THE INDEFINITE PERSONAL PRONOUNS BY IDENTIFYING THE CORRECT USAGE IN A LIST OF SENTENCES. %2

0217

SELECT THE SENTENCE IN WHICH THE INDEFINITE PERSONAL PRONOUN IS CORRECTLY USED.

0176

- \*A. EVERYONE IS COMING.
- B. EVERYONE ARE COMING.
- C. EACH OF THEM LOST THEIR SHOES.
- D. EACH OF THEM ARE COMING.

2094

- A. EVERYONE WILL TAKE THEIR TURN.
- \*B. FEW ARE LEFT FOR THE FINAL GAME.
- C. TOO FEW IS LEFT FOR A GOOD AUDIENCE.

2095

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THE STUDENT WILL SHOW UNDERSTANDING OF RELATIVE CLAUSES BY SELECTING THEIR USE IN SENTENCES. %10

0040

DIRECTIONS

THE CLAUSE IN EACH SENTENCE IS IN PARENTHESES. CHOOSE THE

35

RESPONSE FROM THE LIST BELOW THAT IDENTIFIES WHAT THE RELATIVE PRONOUN HAS REPLACED.

- A. A SUBJECT REFERRING TO A PERSON
- B. A SUBJECT \*NOT\* REFERRING TO A PERSON
- C. AN OBJECT REFERRING TO A PERSON
- D. AN OBJECT \*NOT\* REFERRING TO A PERSON

WE DIDNT RECOGNIZE THE PEOPLE %WHO CAME IN NEXT□. *A	3100272
THIS IS THE SCHOOL %THAT ROBERT ATTENDS□. *D	3100273
THE BOY %THAT HE SAW□ WAS FRIGHTENED. *C	3100274
A PERSON %WHOM HE HAD MET□ SPOKE TO HIM. *C	3100275
HE MET A MAN %WHOM HE HAD SEEN□ IN CHICAGO. *C	3100276
HE HAS A FRIEND %THAT CAN READ FRENCH□. *A	3100277
JOHN HAD A HORSE %THAT COULD RUN ALL DAY□. *B	3100278
THE FISH %THAT GOT AWAY□ WAS LARGER. *B	3100279
I READ A BOOK %THAT MY TEACHER GAVE ME□. *D	3100280
THE MEN %WHO DEFENDED THE BOYS□ WERE POLICEMEN. *A	3100281

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THE STUDENT WILL SHOW UNDERSTANDING OF THE FOUR TYPES OF SENTENCES BY SELECTING THE SENTENCE FROM AMONG FOUR ALTERNATIVES THAT EXEMPLIFIES A SPECIFIED TYPE. SENTENCES ARE NOT PUNCTUATED. THE FOLLOWING DEFINITIONS MAY BE USED AS CRITERIA FOR IDENTIFICATION.

0053

1. THE DECLARATIVE SENTENCE MAKES A STATEMENT.
2. THE INTERROGATIVE SENTENCE ASKS A QUESTION.
3. AN IMPERATIVE SENTENCE GIVES A COMMAND OR MAKES A REQUEST.
4. AN EXCLAMATORY SENTENCE SHOWS EXCITEMENT OR EXPRESSES STRONG FEELING.

#### DIRECTIONS

SELECT THE BEST ANSWER FOR THE QUESTION.

FROM THE FOUR SENTENCES BELOW SELECT THE IMPERATIVE SENTENCE.	3100356
A. SHAKESPEARE WAS BORN IN 1854	3100356
*B. GIVE ME MY HAT, PLEASE	3100356
C. CURIOSITY IS THE BEGINNING OF KNOWLEDGE	3100356
D. JOHNNY IS A FOURTH GRADER	3100356
FROM THE FOUR SENTENCES BELOW SELECT THE INTERROGATIVE SENTENCE.	3100357
A. THE NERVOUS RADIO ANNOUNCER STAMMERED SEVERAL TIMES	3100357
B. GET MY GUN, JIM	3100357
*C. WILL YOU COME HOME	3100357
D. THEYRE LOST	3100357
FROM THE FOUR SENTENCES BELOW SELECT THE DECLARATIVE SENTENCE.	3100358
*A. CURIOSITY IS THE BEGINNING OF KNOWLEDGE	3100358
B. GET OUT	3100358
C. CAN YOU PAINT THE WALL	3100358

U. RUN FOR YOUR LIFE	3100358
FROM THE FOUR SENTENCES BELOW SELECT THE EXCLAMATORY SENTENCE.	3100359
A. DO YOUR HOMEWORK EVERY NIGHT	3100359
B. BLUE IS MY FAVORITE COLOR	3100359
*C. FIRE SHE CRIED	359
D. PLEASE, MAY SHE REPORT LATE	3100359

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THE STUDENT WILL SHOW COMPREHENSION OF THE FOUR SENTENCE TYPES BY CATEGORIZING GIVEN SENTENCES AS DECLARATIVE, IMPERATIVE, INTERROGATIVE, OR EXCLAMATORY. %6	0067
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SELECT THE ANSWER WHICH BEST DESCRIBES THE FUNCTION OF THE GIVEN SENTENCE.	0056
A. DECLARATIVE	
B. IMPERATIVE	
C. INTERROGATIVE	
D. EXCLAMATORY	

THE STUDENTS ARE REHEARSING A CLASS PLAY. *A	3100401
WHAT DID THE CHILDREN BUY AT THE STORED *C	3100402
WHAT A BONFIREO *D	3100403
SHUT THE DOOR. *B	3100404
HAS YOUR TEAM WON MANY GAMESO *C	3100405
WE WERE SPELLBOUND BY THE GAME. *A	3100406

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THE STUDENT WILL SHOW KNOWLEDGE OF CLASSIFICATION OF SENTENCES ACCORDING TO FUNCTION BY MATCHING DECLARATIVE, INTERROGATIVE, IMPERATIVE, AND EXCLAMATORY WITH THEIR DEFINITIONS. %4	0122
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DIRECTIONS	105
MATCH EACH SENTENCE TYPE WITH THE QUESTION THAT DEFINES IT.	
A. DECLARATIVE	
B. INTERROGATIVE	
C. IMPERATIVE	
D. EXCLAMATORY	

WHICH SENTENCE TYPE EXPRESSES A COMMANDO *C	3101008
WHICH SENTENCE TYPE ASKS A QUESTIONO *B	3101009
WHICH SENTENCE TYPE MAKES A STATEMENTO *A	3101010
WHICH SENTENCE TYPE EXPRESSES SURPRISE OR STRONG EMOTIONO *D	3101011

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THE STUDENT WILL SHOW COMPREHENSION OF CLASSIFICATION OF SENTENCES ACCORDING TO FUNCTION BY CATEGORIZING GIVEN SENTENCES WITH NO	0123
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PUNCTUATION. %45□

DIRECTIONS - MATCH EACH SENTENCE WITH THE SENTENCE TYPE THAT BEST DESCRIBES IT.

0106

- A. DECLARATIVE
- B. INTERROGATIVE
- C. IMPERATIVE
- D. EXCLAMATORY

WHERE IS MY LIBRARY BOOK *B	3101012
HELP HERE COMES THE MONSTER *D	3101013
FIND THAT PAPER BEFORE YOU LEAVE CLASS *C	3101014
DONT GO *C	3101015
HOW MANY PEOPLE WERE AT THE PARTY *B	3101016
THE FIRST TRIP AROUND THE MOON WAS SUCCESSFUL *A	3101017
SHE KEPT GLANCING AT THE BOY ACROSS THE STREET *A	3101018
WHAT WILL HAPPEN IF I DONT FINISH *B	3101019
WE HAVE JUST BOUGHT A NEW HOUSE *A	3101020
OTTO WAS A VERY UNUSUAL CHILD *A	3101021
LOOK, MOM NO CAVITIES *D	3101022
WHAT AN UGLY TOAD *D	3101023
IS THIS THE LATEST STYLE OF SHOES *B	3101024
CALL ME WHEN YOU GET HOME *C	3101025
MUST WE INVITE NORMAN *B	3101026
WE HAD TO INVITE TIM *A	3101027
INVITE NORMAN *C	3101028
LOOK BEFORE YOU LEAP *C	3101029
FOREIGN CARS GIVE GOOD MILEAGE *A	3101030
I WILL NEVER GO THERE AGAIN *D	3101031
BE SURE THE DOOR IS CLOSED *C	3101032
TURN THE RADIO DOWN *C	3101033
CAN WE CHEW GUM IN CLASS *B	3101034
WHERE DID YOU LOSE IT *B	3101035
WHAT A MEAN THING TO SAY *D	3101036
TRY TO SMILE *C	3101037

WHAT WOULD BE THE JUST THING TO DO *R	3101038
I WISH I COULD BUY A NEW COAT *A	3101039
HELP THE ROPE BROKE *D	3101040
WHO KNOCKED ON THE DOOR *B	3101041
BEFORE YOU LEAVE, HANG UP YOUR CLOTHES *C	3101042
MATHEMATICS IS A DIFFICULT SUBJECT FOR ME *A	3101043
AREN'T YOU ASHAMED OF YOURSELF *B	3101044
THE AWKWARD SILENCE WAS BROKEN *A	3101045
NEVER WILL I GO INTO THAT STORE AGAIN *D	3101046
WHEN THE RAIN STOPS, WALK TO THE STORE FOR SOME MILK *C	3101047
WHAT A PLACE FOR A ROLLER SKATE *D	3101048
THE ASSEMBLY DIDN'T INTEREST ME *A	3101049
EEK THERE'S A MOUSE *D	3101050
ACCORDING TO THE DICTIONARY, I HAD SPELLED THE WORD INCORRECTLY *A	3101051
WHY DO YOU WANT TO GO TO COLLEGE *B	3101052
FOLLOW ME *C	3101053
CLEAR THE TABLE, WASH THE DISHES, AND SWEEP THE FLOOR *C	3101054
DON'T THEY PLAY NINE INNINGS *B	3101055
SKATE UNTIL DARK, BUT THEN COME HOME *C	3101056
WHAT BIG TEETH YOU HAVE *D	3101057

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THE STUDENT WILL SHOW HIS KNOWLEDGE OF THE PURPOSES OF SENTENCES %DECLARATIVE, INTERROGATIVE, IMPERATIVE, AND EXCLAMATORY BY SELECTING THE CORRECT PURPOSE OF GIVEN SENTENCE TYPES. %40

0200

DIRECTIONS  
SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

THE PURPOSE OF A DECLARATIVE SENTENCE IS TO

- A. ASK A QUESTION.
- \*B. MAKE A STATEMENT.
- C. DEMAND AN ACTIVITY.
- D. EXPRESS STRONG FEELING.

2056

THE PURPOSE OF AN EXCLAMATORY SENTENCE IS TO

- A. ASK A QUESTION.
- B. MAKE A STATEMENT.

2057



- C. DEMAND AN ACTIVITY.
- \*D. EXPRESS STRONG FEELING.

THE PURPOSE OF AN INTERROGATIVE SENTENCE IS TO

2058

- \*A. ASK A QUESTION.
- B. MAKE A STATEMENT.
- C. DEMAND AN ACTIVITY.
- D. EXPRESS STRONG FEELING.

THE PURPOSE OF AN IMPERATIVE SENTENCE IS TO

2059

- A. ASK A QUESTION.
- B. MAKE A STATEMENT.
- \*C. DEMAND AN ACTIVITY.
- D. EXPRESS STRONG FEELING.

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THE STUDENT WILL SHOW UNDERSTANDING OF THE PREDICATE OF A SENTENCE BY SELECTING PHRASES THAT CAN ACT AS PREDICATES. %40

0052

#### DIRECTIONS

44

ALL OF THE GROUPS OF WORDS IN EACH ITEM CAN BE USED AS A PREDICATE EXCEPT ONE. SELECT THE LETTER OF THE ONE GROUPS OF WORDS THAT CAN \*NOT\* BE USED AS A PREDICATE.

- |                         |         |
|-------------------------|---------|
| *A. A THICK FOG         | 3100352 |
| B. ROSE FROM THE GROUND | 3100352 |
| C. CAME HOME            | 3100352 |
| D. HAD BEEN GRADUATED   | 3100352 |
|                         |         |
| A. CROSS THE VALLEY     | 3100353 |
| B. LIGHT THE WAY        | 3100353 |
| C. RUN TOO FAST         | 3100353 |
| *D. THE HIGH MOUNTAIN   | 3100353 |
|                         |         |
| A. LANDED SAFELY        | 3100354 |
| B. PHONE ME             | 3100354 |
| *C. THE TELEPHONE       | 3100354 |
| D. HAS BEEN SICK        | 3100354 |

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THE STUDENT WILL DEMONSTRATE HIS ABILITY TO IDENTIFY THE SIMPLE PREDICATE IN A SENTENCE BY SELECTING IT FROM A GIVEN SENTENCE. %150

0140

DIRECTIONS - CHOOSE THE SIMPLE PREDICATE IN EACH OF THE SENTENCES BELOW.

0124

HAVE YOU EVER SEEN A PURPLE COW?

3101473  
3101473  
3101473  
3101473  
3101473

- A. HAVE EVER
- \*B. HAVE SEEN
- C. SEEN
- D. EVER

FOR LUNCH ILL HAVE A HOT DOG AND A MILK SHAKE.

3101474  
3101474  
3101474  
3101474

- A. HAVE
- B. LUNCH
- C. FOR LUNCH

*D. WILL HAVE	3101474
SUDDENLY A LOUD CRASH RESOUNDED THROUGHOUT THE HOUSE.	
A. SUDDENLY	3101475
B. CRASH	3101475
*C. RESOUNDED	3101475
D. THROUGHOUT	3101475
PLEASE DONT EAT ANY OF THAT CHOCOLATE CAKE.	3101475
A. DO	3101476
B. DO NOT	3101476
*C. DO FAT	3101476
D. PLFASF	3101476
THERE WERE SEVERAL THOUSAND PEOPLE ATTENDING MY COUSINS WEDDING.	3101476
A. THERE	3101477
B. WERE	3101477
C. ATTENDING	3101477
*D. WERE ATTENDING	3101477
WHY DID YOU BAKE A CHOCOLATE CAKEO	3101477
A. WHY	3101478
*B. DID BAKE	3101478
C. DID	3101478
D. BAKE	3101478
NEXT TUESDAY OUR CLUB IS NOT PLANNING TO ATTEND A LECTURE AT THE MUSEIUM.	3101478
A. PLANNING	3101479
*B. IS PLANNING	3101479
C. IS NOT PLANNING	3101479
D. LECTURE	3101479
THE APOLLO VIII WAS THE FIRST SPACECRAFT TO CIRCLE THE MOON.	3101479
*A. WAS	3101480
B. FIRST	3101480
C. SPACECRAFT	3101480
D. CIRCLE	3101480
THE STONE STEPS IN THE YARD LEAD TO THE SUMMER HOUSE.	3101480
A. STEPS	3101481
B. IN	3101481
*C. LEAD	3101481
D. TO	3101481
HADNT YOU EVER MET HIM BEFORE THISO	3101481
A. HADNT	3101482
B. HADNT EVER	3101482
C. HAD EVER MET	3101482
*D. HAD MET	3101482
HAVE YOU NEVER CRITICIZED ONE OF YOUR TEACHERSO	3101482
*A. HAVE CRITICIZED	3101483
B. HAVE	3101483
C. HAVE NEVER	3101483
D. HAVE NEVER CRITICIZED	3101483
TO ATTRACT PEOPLE WITH SIMILAR INTERESTS, THE STAMP COLLECTORS ADVERTISED IN THE NEWSPAPER.	3101483
* TO ATTRACT	3101484

B. ATTRACT	3101484
C. COLLECTORS	3101484
*D. ADVERTISED	3101484

SHOULDN'T I HAVE BEEN TOLD ABOUT THAT MATTER?	3101485
A. HAVE BEEN	3101485
B. HAVE BEEN TOLD	3101485
*C. SHOULD HAVE BEEN TOLD	3101485
D. SHOULDN'T HAVE BEEN TOLD	3101485

HE DID ALL THE WORK ON THE HOUSE HIMSELF.	3101486
*A. DID	3101486
B. ALL	3101486
C. WORK	3101486
D. ON	3101486

AT THIS FACTORY ARE MADE AUTHENTIC PLASTIC MODELS OF SHIPS AND PLANES.	3101487
A. ARE	3101487
B. MADE	3101487
*C. ARE MADE	3101487
D. MODELS	3101487

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THE STUDENT CAN SHOW COMPREHENSION OF THE SIMPLE SUBJECT AND THE SIMPLE PREDICATE IN A SENTENCE BY CATEGORIZING STARRED WORDS IN THE SENTENCES. %15	0139
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DIRECTIONS	123
CHOOSE THE ANSWER THAT DESCRIBES THE STARRED WORD OR WORDS IN EACH SENTENCE.	
A. SIMPLE SUBJECT	
B. SIMPLE PREDICATE	

*SIT* DOWN. *B	3101458
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DID *YOU* SEE THAT? *A	3101459
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SAILING DOWN THE RIVER WERE A *CANOE* AND A *SAILBOAT*. *A	3101460
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HELP! HERE *COMES* A MONSTER! *B	3101461
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*MARY SMITH* IS A NURSE. *A	3101462
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I HAVE ALWAYS WANTED TO GO SKIING, BUT THE *OPPORTUNITY* HAS NEVER ARISEN. *A	3101463
	3101463

CHOCOLATE CAKE AND VANILLA ICE CREAM *ARE* ON THE TABLE. *B	3101464
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DIRT AND GREASE FROM THE ENGINE *MADE* HIS CLOTHES DIRTY. *B	3101465
--	---------

UP THE HILL RAN THE *BOY*. *A	3101466
-------------------------------	---------

*CLOSE* THE WINDOW. *B	3101467
------------------------	---------

A SMALL *COLT* WAS PRESENTED TO THE BOY. *A	3101468
---	---------

*TAKE* TIME TO DO A GOOD JOB. *B	3101469
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STUDENTS *ARE* WELCOME TO VISIT THE LIBRARY AT ANY TIME. *B	3101470
UNDER THE WATER *SWAM* THE GIRL. *B	3101471
*MACHINES* CRATE THE TOOLS. *A	3101472

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THE STUDENTS CAN SHOW UNDERSTANDING OF SIMPLE AND COMPLETE SUBJECTS AND PREDICATES BY MATCHING THE TERMS WITH THOSE ELEMENTS IN A GIVEN SENTENCE. %4□	0064
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DIRECTIONS - DETERMINE WHETHER THE SPECIFIED PORTION OF THE GIVEN SENTENCE IS -	0054
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- A. THE \*COMPLETE SUBJECT\*.
  - B. THE \*COMPLETE PREDICATE\*.
  - C. THE SIMPLE SUBJECT.
  - D. THE SIMPLE PREDICATE.
- MARK IT ACCORDINGLY.

MANY PUBLISHED STORIES ABOUT THE SAFETY OF AIRPLANES MAY ENCOURAGE PEOPLE TO FLY.	3100386
	3100386
STORIES *C	3100386
	3100386

MAY ENCOURAGE PEOPLE TO FLY. *B	3100387
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MANY PUBLISHED STORIES ABOUT SAFETY OF AIRPLANES *A	3100388
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MAY ENCOURAGE *D	3100389
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THE STUDENT CAN DEMONSTRATE HIS ABILITY TO RECOGNIZE THE COMPLETE SUBJECT AND THE COMPLETE PREDICATE IN A SENTENCE BY CATEGORIZING AS SUCH STARRED WORDS IN SENTENCES. %20□	0144
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DIRECTIONS	128
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CHOOSE THE ANSWER THAT DESCRIBES THE STARRED WORD OR WORDS IN  
EACH SENTENCE.

- A. COMPLETE SUBJECT
- B. COMPLETE PREDICATE

IN THE BACK YARD STOOD *A TREE*. *A	3101576
A LARGE FAMILY *HAD JUST MOVED IN*. *B	3101577
*THROUGH THE DARK YARD CREPT* TWO SMALL BOYS*B	3101578
*OUR NEIGHBORS* OFTEN USE OUR POOL. *A	3101579
*LAST NIGHT* WE *WENT TO THE MOVIES*. *B	3101580
DOWN THE STREET MARCHED *TWO SMALL GIRLS CARRYING BATONS*. *A	3101581
*YESTERDAY* A GOOD FRIEND OF MY MOTHERS *STOPPED BY FOR A VISIT*. *B	3101582 3101582
MOTIONLESS UPON THE ROCK SAT *A LARGE, GREEN TOAD*. *A	3101583
*A NEW HOUSE* WILL BE BUILT UPON THIS LOT. *A	3101584
IN THE EVENING *THE OLDER PEOPLE* ENJOY PLAYING CARDS. *A	3101585
*THIS WINTER* THE COUNTRY ROADS *SEEM TO BE UNUSUALLY ICY*. *B	3101586
*A BUSH OR A SMALL TREE* WOULD LOOK ATTRACTIVE IN THE YARD. *A	3101587
RUNNING DOWN THE HILL, HE *LOST HIS BALANCE*. *B	3101588
*THAT* IS AN UGLY TOAD. *A	3101589
*THERE* IT *IS*. *B	3101590
HAVE *YOU* EVER SEEN A PURPLE COW? *A	3101591
DID *THAT LITTLE OLD LADY* CALLO *A	3101592
*FLUTTERING HIGH IN THE SKY, THE KITE* SEEMED TO COME ALIVE. *A	3101593
*IN MY GARDEN ARE* WILD ROSE BUSHES AND SOME SMALL FRUIT TREES. *B	3101594

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THE STUDENT WILL SHOW UNDERSTANDING OF COMPLETE SENTENCES BY ELIMINATING FROM A LIST GROUPS OF WORDS THAT DO *NOT* EXPRESS COMPLETE THOUGHTS. %2n	0054
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DIRECTIONS FROM THE LISTED GROUPS OF WORDS BELOW, SELECT THE ONE GROUP OF WORDS IN EACH ITEM WHICH DOES *NOT* EXPRESS A COMPLETE THOUGHT.	45
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- |   |         |
|---|---------|
| A. THE HURRICANE LAID THE SOUTH IN RUINS.                     | 3100360 |
| B. THE NEWS WIRES WERE JAMMED.                                | 3100360 |
| C. THE NEWSPAPER STAFF WORKED LATE.                           | 3100360 |
| *D. PUTTING OUT A SPECIAL EDITION.                            | 3100360 |
|   |         |
| A. OUR COUNTRY HIGH SCHOOL WAS GETTING A NEW ENGLISH TEACHER. | 3100361 |
| B. WE LOOKED FORWARD TO MEETING MISS CASE.                    | 3100361 |
| *C. OUR NEW ENGLISH TEACHER.                                  | 3100361 |
| D. SHE WAS FROM A BIG CITY COLLEGE.                           | 3100361 |

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THE STUDENT WILL SHOW UNDERSTANDING OF COMPLETE SENTENCES  
BY IDENTIFYING GROUPS OF WORDS THAT CONTAIN A SUBJECT AND  
A VERB. %30

0055

DIRECTIONS

46

FROM THE GROUPS OF WORDS BELOW, SELECT THE ONE GROUP OF WORDS  
THAT IS A COMPLETE SENTENCE.

- \*A. AT ONE TIME CHINA WAS CALLED CATHAY.
  - B. STANDING IN THE HALL BY THE FOUNTAIN.
  - C. AFTER WALKING FOR DAYS ACROSS THE DESERT.
  - D. READING BY THE LIGHT OF THE FIRE.
- 3100362  
3100362
- A. SINCE THE WEATHER WAS GOOD.
  - B. WHEN THE SATELLITE WENT INTO ORBIT.
  - \*C. THE ROCKET WAS FIRED.
  - D. DURING THE LONG WINTER MONTHS WHEN TRAVEL WAS IMPOSSIBLE.
- 3100363  
3100363  
3100363  
3100363
- A. WITH HIS HAT PULLED DOWN OVER HIS EYES.
  - \*B. EVERYONE REJOICED.
  - C. WHICH PERFORMED MANY TRICKS.
  - D. WORKED FOR DAYS ON THE HOMECOMING FLOAT.
- 3100364  
3100364  
3100364  
3100364

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STUDENTS CAN DEMONSTRATE ABILITY TO DIFFERENTIATE BETWEEN  
COMPLETE, INCOMPLETE, AND RUN-ON SENTENCES BY CATEGORIZING GIVEN  
GROUPS OF WORDS. %30

0135

DECIDE IF THE GROUP OF WORDS EXPRESSES

119

- A. AN INCOMPLETE SENTENCE.
- B. A COMPLETE SENTENCE.
- C. A RUN-ON SENTENCE.

- THERE IS ONLY ONE THING TO DO, THE BOY WOULD HAVE TO JUMP. \*C 3101425
- HAVE YOU EVER BEEN TO CALIFORNIA? \*B 3101426
- AT THE TIME, HE THOUGHT HE WANTED TO BE A HIPPIE. \*B 3101427
- REFERRING TO AN ENCYCLOPEDIA TO FIND INFORMATION ON THE LIFE OF  
JONATHAN SWIFT. \*A 3101428  
3101428
- ON ONE HIGHWAY LEADING TO DEARBORN, MICHIGAN. \*A 3101429
- GOLF IS AN EXPENSIVE BUT ENJOYABLE HOBBY, DON'T YOU AGREE? \*C 3101430
- COVERING THE TURKEY WITH FOIL, SHE RETURNED IT TO THE OVEN. \*B 3101431
- HAVING FOUND THE NECESSARY INFORMATION FOR WRITING THE REPORT. \*A 3101432
- THE NOISE FRIGHTENED ME AND I LOOKED OUT THE WINDOW A DOG I HAD  
NEVER SEEN BEFORE SAT ON OUR PORCH. \*C 3101433  
3101433
- THE RAIN FELL HEAVILY SOON THERE WERE PUDDLES ON THE STREET. \*C 3101434
- HIDDEN JUST BEHIND THE CABIN. \*A 3101435



AFTER THEY LEFT, WE CLEANED THE BASEMENT. *B	3101436
WHENEVER I SEE HIM, I THINK OF SANTA CLAUS HE HAS A WHITE BEARD. *C	3101437
BECAUSE HE HAD A WHITE BEARD. *A	3101438
HE HAS ALWAYS ENJOYED SUMMER. *B	3101439
READ YOUR PAPER ALOUD. *B	3101440
LOOKING NEITHER TO THE LEFT NOR THE RIGHT, HE PROCEEDED DOWN THE STREET. *B	3101441 3101441
A MAN OF WIDE LEARNING AND UNUSUAL TALENTS. *A	3101442
THE MAN IN THE GAILY FLOWERED SHIRT SITTING IN THE BLEACHERS WATCHING THE BALL GAME. *A	3101443 3101443
IT WAS EARLY IN THE MORNING EVERYTHING WAS PREPARED FOR THE TRIP. *C	3101444 3101444
I CAN SEE LITTLE VALUE IN STUDYING GRAMMAR LITERATURE WOULD BE MORE ENJOYABLE. *C	3101445 3101445
WHY ARE YOU USING THAT GLOVE, ITS MINE. *C	3101446
BASEBALL HAS ALWAYS BEEN MY FAVORITE SPORT. *B	3101447
IS ROVER YOUR DOG HE CERTAINLY IS A HANDSOME ANIMAL. *C	3101448
DIDNT YOU CALL ME? *B	3101449
SINCE THE PIANO IS TOO HEAVY. *A	3101450
A WARNING OF A HURRICANE. *A	3101451
BE CAREFUL WHEN YOU CROSS THE STREET. *B	3101452
TAKING A LARGE SUITCASE, I BEGAN TO PACK FOR THE TRIP. *A	3101453
SHE LOOKED EVERYWHERE FOR THE MISSING RING, AT LAST SHE CALLED THE POLICE. *C	3101454 3101454

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THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF THE FIVE BASIC ENGLISH SENTENCE PATTERNS BY MATCHING THE PATTERNS WITH SENTENCES THAT ILLUSTRATE THEM. %50m	0125
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DIRECTIONS	108
SELECT THE SENTENCE PATTERNS THAT BEST DESCRIBES THE GIVEN SENTENCE.	

- A. SV - SUBJECT - VERB
- B. SVO - SUBJECT - VERB - DIRECT OBJECT
- C. SVIO - SUBJECT - VERB - INDIRECT OBJECT - DIRECT OBJECT
- D. SVN - SUBJECT - VERB - PREDICATE NOMINATIVE
- E. SVA - SUBJECT - VERB - PREDICATE ADJECTIVE

THOSE WAITRESSES WORK RAPIDLY. *A	3101067
THE TALL, LANKY BOY JOINED THE BASKETBALL TEAM. *B	3101068
MR. SMATHERS IS A MILLIONAIRE. *D	3101069
MISS CURTIS WROTE THE COMPANY A TERSE NOTE. *C	3101070
OUR VACATION WAS BORING. *E	3101071
MY ANKLE SEEMS MORE SWOLLEN NOW. *E	3101072
MY WEALTHY AUNT SENT US EXPENSIVE GIFTS. *C	3101073
THE SPIDERS INTRICATE WEB INTRIGUED ME. *B	3101074
THAT SLIPPERY WALK IS A MENACE. *D	3101075
THE DARK GREENISH CLOUDS WERE THREATENING. *E	3101076
I RODE TO THE END OF THE LINE. *A	3101077
TELEVISION COMMERCIALS AMUSE ME TREMENDOUSLY. *B	3101078
OUR FAMILY WOULD BE BORED WITHOUT TELEVISION. *E	3101079
COMMERCIALS GLORIFY SOME QUESTIONABLE HABITS. *B	3101080
THE TALL BOY WAS VERY AWKWARD. *E	3101081
WE SAW VIOLENCE IN THE STREETS OF SEVERAL LARGE CITIES. *B	3101082
THAT ACTION WAS NOT TYPICAL OF LARRY'S PERSONALITY. *E	3101083
MOTHER PAID THE BABYSITTER HER WAGES. *C	3101084
I COMPLAINED TO MY TEACHER ABOUT THE ASSIGNMENT. *A	3101085
DID YOU EVER SEE A BOA CONSTRICTOR? *B	3101086
CLEAR YOUR PLATE BEFORE YOU LEAVE. *B	3101087
EVERY TEENAGE GIRL I KNOW IS ON A DIET. *A	3101088
EYESIGHT IS THE MOST PRECIOUS ASSET IN THE WORLD. *D	3101089
WE GAVE THE QUARTERBACK CREDIT FOR THE WIN. *C	3101090
THE STORY WAS HARD TO FORGET. *E	3101091
THE LECTURER WAS AN EXPERT IN THE FIELD OF BIOLOGY. *D	3101092
YOUR REPORT MUST BE REHEARSED CAREFULLY. *A	3101093
REQUIREMENTS FOR BECOMING A LAWYER ARE STRICT. *E	3101094
THE NEW SINGING GROUP WAS AN INSTANT SUCCESS. *D	3101095
THE POLICEMAN GAVE THE RECKLESS DRIVER A TICKET FOR SPEEDING. *C	3101096
MY MOTHER'S PRESENCE GAVE ME MORAL SUPPORT. *C	3101097

THE PRESIDENTIAL ELECTION WAS HELD LAST YEAR. *A	3101098
THE CHEERLEADERS LED THE SPECTATORS IN A NUMBER OF YELLS. *B	3101099
DONT LEAVE YOUR SKATEBOARD ON THE STAIRWAY. *B	3101100
DONT LEAVE YET. *A	3101101
I COMPETED IN THE ANNUAL SAILBOAT REGATTA. *A	3101102
I GAVE THE TEACHER MY HOMEWORK LATE. *C	3101103
MISS COE IS NOT A VERY STRICT TEACHER. *D	3101104
ARE TEENAGE DRIVERS TRAFFIC HAZARDSO *D	3101105
THE MAN WITH THE BRIEFCASE HANDED THE CONDUCTOR HIS MONTHLY TICKET. *C	3101106 3101106
GET THE DOG HIS SUPPER, PLEASE. *C	3101107
THAT FIVE-YEAR-OLD CHILD IS A REAL ENTERTAINER. *D	3101108
DAD GIVES ME MY ALLOWANCE AT THE BEGINNING OF THE WEEK. *C	3101109
MY OLDER BROTHER, STEVE, IS VERY INTELLIGENT. *E	3101110
THE DOG WAS TIED TO THE CLOTHESLINE IN THE BACK YARD. *A	3101111
YOUR NEW DRESS IS VERY FLATTERING. *E	3101112
YOUR SLIGHTEST WISH IS MY COMMAND. *D	3101113
THE INTRODUCTION OF THE BOY TO HIS GIRLFRIENDS FATHER WAS AWKWARD. *E	3101114 3101114
JACKIE LAUGHED AT THE CLOWN IN THE ARENA. *A	3101115

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THE STUDENT WILL SHOW UNDERSTANDING OF SENTENCE PATTERNS BY CATEGORIZING GIVEN SENTENCES. %35	0164
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DIRECTIONS	141
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SELECT THE SENTENCE WHICH BEST REPRESENTS EACH SENTENCE PATTERN.

SV - SUBJECT-VERB

SVO - SUBJECT-VERB-DIRECT OBJECT

SVIO - SUBJECT-VERB-INDIRECT OBJECT-DIRECT OBJECT

SVN - SUBJECT-VERB-PREDICATE NOMINATIVE

SVA - SUBJECT-VERB-PREDICATE ADJECTIVE

SV	3101860
A. DID YOU EVER TASTE A TRUFFLED	3101860
B. HAVE YOU SEEN LOUIED	3101860
*C. COULD HE RUN RAPIDLYO	3101860
D. WASNT THAT FUNO	3101860

SVO	3101861
*A. I LOVE SPINACH.	3101861

B. JOE RAN AWAY.	3101861
C. SUGAR IS SWEET.	3101861
D. MR. BROWN WAS BUSY.	3101861
SVIO	3101862
A. HE HAD WANTED TO BE A FARMER.	3101862
*B. JEAN SENT US A LOVELY GIFT.	3101862
C. JEAN SENT A LOVELY GIFT TO US.	3101862
D. BESIDE THE STILL WATERS STOOD A FAUN.	3101862
SVN	3101863
A. TRY TO THROW HIM THE BALL.	3101863
B. DONT THROW THAT BALL.	3101863
C. THE DESSERT WAS VERY GOOD.	3101863
*D. IT WAS AN EXCELLENT IDEA.	3101863
SVA	3101864
*A. THOSE DOGS ARE NOT DANGEROUS.	3101864
B. I SAW A FOX IN THE FIELD.	3101864
*C. THERE WERE FOUR PEOPLE ABSENT.	3101864
D. SNAKES ARE DANGEROUS REPTILES.	3101864
SV	3101865
A. THROW THE DOG A BONE.	3101865
B. PLEASE SING A SONG FOR US.	3101865
*C. THERE WERE FIVE PEOPLE AT THE PARTY.	3101865
D. THEY ARE UNUSUALLY HAPPY CHILDREN.	3101865
SVO	3101866
A. THE MEETING IS ON THE FIRST OF THE MONTH.	3101866
*B. THEY THREW A BALL.	3101866
C. JOE WANTED TO BE A TEACHER.	3101866
D. WALK SLOWLY AND CAREFULLY.	3101866
SVIO	3101867
*A. DONT GIVE HIM THE ANSWER.	3101867
B. I ESPECIALLY ENJOYED THAT MOVIE.	3101867
C. THAT FARMER IS ALSO AN ENGINEER.	3101867
D. ICE CREAM WAS MY FAVORITE DESSERT.	3101867
SVN	3101868
*A. SKIING IS NOT MY FAVORITE SPORT.	3101868
B. SOME PEOPLE CAN SKI VERY WELL.	3101868
C. UNFORTUNATELY, I AM NOT TOO COORDINATED.	3101868
D. PERHAPS I SHOULD JUST READ BOOKS.	3101868
SVA	3101869
A. DO EAT THIS DELICIOUS CAKE.	3101869
*B. THE STORM WAS FEROCIOUS.	3101869
C. KICK THE BALL PAST THE GOAL.	3101869
D. THE MATERIALS HAVE BEEN MAILED.	3101869
SV	3101870
A. IN THE EVENING TEST THE WATER IN THE POOL.	3101870
B. SEND THE PACKAGE TO THIS PERSON.	3101870
C. THAT MAN BUILDS UNUSUAL BUILDINGS.	3101870
*D. THE MATERIALS WERE MAILED YESTERDAY.	3101870
SVO	3101871
A. THE PACKAGE WAS MAILED YESTERDAY.	3101871
*B. HE MAILED THE PACKAGE IN THE POST OFFICE.	3101871

C. THE WATER WAS TOO WARM FOR SWIMMING.	3101871
D. THE WATER IN THE POOL WAS SLOWLY EVAPORATING.	3101871
SVIO	3101872
A. I HAVE NEVER SEEN SUCH A LARGE CAT.	3101872
*B. MOTHER MADE US A PIE FOR DESSERT.	3101872
C. DAD SHOVELED A PATH TO THE GARAGE.	3101872
D. SHE ISNT REALLY A REGISTERED VOTER.	3101872
SVN	3101873
*A. HE WAS A TEACHER.	3101873
B. DONT RE ANGRY.	3101873
C. THROW THAT AWAY.	3101873
D. I LOVE VACATIONS.	3101873
SVA	3101874
A. I ENJOYED ENGLISH THE MOST.	3101874
B. READING IS A TIME-CONSUMING HOBBY.	3101874
C. MY BEST FRIEND IS ON THE TEAM.	3101874
*D. THE BARK OF THAT DOG IS FRIENDLY.	3101874
SV	3101875
A. THE GIRL IN THE CABIN WAS SHE.	3101875
B. GEORGE WASHINGTON WAS A BRITISH SUBJECT.	3101875
*C. MY BEST FRIEND IS ON THE TEAM.	3101875
D. THAT ROOM IS THE COLDEST ONE HERE.	3101875
SVO	3101876
A. THE STORY WAS HARD TO FORGET.	3101876
*B. THAT DOCTOR DISCOVERED THE CAUSE OF POLIO.	3101876
C. THAT MUST HAVE BEEN THE MAILMAN.	3101876
D. SHE CAN PLAY VERY WELL.	1876
SVIO	3101877
*A. DONT SEND MARY A BIRTHDAY PRESENT.	3101877
B. THE CRIMINAL WOULDNT SURRENDER.	3101877
C. THE CHILDREN BOUGHT A TREAT FOR THE TEACHER.	3101877
D. CIRCUSES ARE A GREAT DEAL OF FUN.	3101877
SVN	3101878
A. SAM SOLD ME A BOX OF COOKIES.	3101878
B. IN THE EVENING WE USUALLY SING.	3101878
*C. THAT IS THE OLDEST CHAIR IN THE COUNTY.	3101878
D. I REALLY DONT CARE FOR VEAL.	3101878
SVA	3101879
A. SING SOFTLY BUT SWEETLY.	3101879
*B. THAT CHAIR IS REALLY OLD.	3101879
C. IT IS THE TOURIST SEASON IN JAMAICA.	3101879
D. DOWN IN THE VALLEY LIVES A HERMIT.	3101879
SV	3101880
A. YOU SHOULD BE PERSISTENT IN YOUR STUDIES.	3101880
*B. JUMP OVER THE BENCH IN THE YARD.	3101880
C. THEIR POOL IS REALLY QUITE SMALL.	3101880
D. SATURDAY I PLAY BASKETBALL WITH MARK.	3101880
SVIO	3101881
*A. CLIMB THE TREE IN THE BACK YARD.	3101881
B. SEND HIM A CARE PACKAGE.	3101881
C. WALK QUIETLY DOWN THE HALL.	3101881

D. SING SOFTLY AND SWEETLY.	3101881
SVIO	3101882
A. THE SCOUTS SOLD FORTY BOXES OF COOKIES.	3101882
B. HE WAS A DOCTOR AT OUR HOSPITAL.	3101882
C. THE BEST SINGER IN THE CLASS IS SUSAN.	3101882
*D. THE TEAM AWARDED JIM A MEDAL.	3101882
SVN	3101883
A. SAM SOLD ME SOME COOKIES.	3101883
*B. IN MY OPINION HE IS THE BEST DOCTOR.	3101883
C. I WILL ATTEND YOUR BIRTHDAY PARTY.	3101883
D. BY THAT TREE SITS THE OLDEST MAN IN TOWN.	3101883
SVA	3101884
A. IN OUR OPINION HE IS THE OLDEST MAN IN TOWN.	3101884
B. A WRONG DOES NOT MAKE A RIGHT.	3101884
C. MISS GILL TOLD US A STORY THIS MORNING.	3101884
*D. MR. BROWNS FATHER IS VERY OLD.	3101884
SV	3101885
A. WALK THE DOG SOFTLY DOWN THE HALL.	1885
B. BE QUIET AND SIT DOWN.	3101885
C. COVER THE CAKE WITH FOIL.	3101885
*D. DONT JUST SIT THERE.	3101885
SVO	3101886
*A. HAVE YOU EVER PLAYED HOCKEYO	3101886
B. DID YOU GO TO THE SHOWO	3101886
C. WILL YOU TELL ME A STORYO	3101886
D. WERE YOU EVER IN COLLEGE0	3101886
SVIO	3101887
A. MR. SMITH TEACHES MATH TO NINTH GRADERS.	3101887
B. THAT WAS MY FAVORITE STORY.	3101887
*C. YOU MUST TELL ME THE JOKE.	3101887
D. YOUR JOKE WAS NOT TOO FUNNY.	3101887
SVN	3101888
*A. IS JIMS HOBBY GOLF OR SKIINGO	3101888
B. HAVE YOU EVER JUMPED OVER A FENCEO	3101888
C. IS YOUR PET SNAKE HARMLESSO	3101888
D. DID THE DOG BREAK THAT VASEO	3101888
SVA	3101889
A. THEY WERE THE INITIALS OF FREDDY BROWN.	3101889
*B. A RIDE ON A HORSE SEEMS TERRIFYING AT FIRST.	3101889
C. YOUR SLIGHTEST WISH IS MY COMMAND.	3101889
D. SEND COPIES OF THE ARTICLE TO ME.	3101889
SV	3101890
*A. THEY WERE SERVED ON THE SUN DECK.	3101890
B. PLEASE EAT YOUR DINNER IMMEDIATELY.	3101890
C. THAT IS THE SMALLEST DOG IN THE NEIGHBORHOOD.	3101890
D. HE INVITED THE GUESTS INTO THE DEN.	3101890
SVO	3101891
A. MT. FUJI IS LOCATED IN JAPAN.	3101891
B. YOUR SLIGHTEST WISH IS MY COMMAND.	3101891
*C. PLEASE EAT YOUR DINNER IMMEDIATELY.	3101891
D. COLORADO IS A LOVELY VACATION LAND.	3101891

SVIO

- \*A. JOE TOLD ME THE STORY OF HIS LIFE.
- B. I WENT TO THE STORE ON THAT RAINY DAY.
- C. IN THE MOONLIGHT THE HOUSE SEEMED GHOSTLY.
- D. WE HAD A GOOD TIME AT EVERY PARTY.

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SVN

- A. SEND A COPY OF THE BOOK TO HER.
- B. DONT KEEP ANY OLD BOOKS IN YOUR ROOM.
- \*C. THE PINNACLES IS A SKI RESORT.
- D. A RIDE ON A HORSE SEEMS TERRIFYING AT FIRST.

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SVA

- \*A. A BITE FROM THAT SNAKE IS FATAL.
- B. FOUR MEN ATTENDED THE MEETING.
- C. I HAVE NEVER LIKED SWEET PICKLES.
- D. MY BROTHER IS AN ENGINEER IN MICHIGAN.

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THE STUDENT WILL SHOW UNDERSTANDING OF THE SUBJECT OF A SENTENCE  
BY CHOOSING PHRASES THAT CAN ACT AS SUBJECTS. %40

.0051

DIRECTIONS

43

ALL OF THE GROUPS OF WORDS IN EACH ITEM CAN BE USED AS A SUBJECT  
EXCEPT ONE. SELECT THE LETTER OF THE ONE GROUP OF WORDS THAT CAN  
\*NOT\* BE USED AS A SUBJECT.

- A. MY DATE
- B. A BRIGHT TOMORROW
- \*C. ROSE FROM THE GROUND
- D. EILEEN, A TEENAGER
- A. THE BLOOMING FLOWER
- \*B. HAS FLOWERED AND FADED
- C. JOHN AND MIKE
- D. TWO CROSS-EYED BOYS
- \*A. WON THE GAME
- B. AFTER SCHOOL, JOHN
- C. THE BLACK AND WHITE PUP
- D. A FRANK LLOYD WRIGHT HOUSE
- A. THE CHAIN OF LAKES
- \*B. WILL JINGLE AND JANGLE
- C. A YELLOW MUSTANG
- D. BRIGHT BLUE

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THE STUDENT CAN DEMONSTRATE HIS UNDERSTANDING OF SIMPLE SUBJECTS  
BY SELECTING THE SIMPLE SUBJECT IN A SIMPLE OR COMPLEX  
SENTENCE. %300

0127

1 DIRECTIONS - IDENTIFY THE SIMPLE SUBJECT IN EACH SENTENCE BELOW.

0110

PLEASE TAKE THE TIME TO DO A GOOD JOB.

- A. PLEASE

3101165  
3101165



H. TIME	3101165
*C. YOU	3101165
D. JOB	3101165
HAVE YOU EVER SEEN A FLYING SAUCERO	3101166
A. SAUCER	3101166
B. HAVF	3101166
*C. YOU	3101166
D. SEEN	3101166
ON ANY SATURDAY WE CAN FIND HIM WORKING ON HIS CAR.	3101167
A. SATURDAY	3101167
*B. WE	3101167
C. HIM	3101167
D. CAR	3101167
THERE ARE OFTEN SEVERAL THOUSAND PEOPLE ATTENDING OUR FOOTBALL DANCE.	3101168
*A. PEOPLE	3101168
B. DANCE	3101168
C. THERE	3101168
D. OFTEN	3101168
HERE ARE THE PAPERS THAT YOU WANTED.	3101169
A. HERE	3101169
*B. PAPERS	3101169
C. THAT	3101169
D. YOU	3101169
WHY DID YOU BAKE ONLY ONE CHERRY PIE?	3101170
A. PIE	3101170
B. ONE	3101170
*C. YOU	3101170
D. BAKE	3101170
WHERE AND WHEN WAS GOLD DISCOVERED?	3101171
A. WHERE	3101171
B. WHEN	3101171
*C. GOLD	3101171
D. DISCOVERED	3101171
THE LIGHT OF THE MOON FLOODED THE PORCH AND THE YARD.	3101172
*A. LIGHT	3101172
B. MOON	3101172
C. PORCH	3101172
D. YARD	3101172
HERE ARE SEVEN OF THE BEST RECORDS THAT I OWN.	3101173
A. HERE	3101173
*B. SEVEN	3101173
C. RECORDS	3101173
D. I	3101173
AFTER MUCH COAXING, I TASTED THE CRACKERS AND THE CAVIAR.	3101174
A. COAXING	3101174
*B. I	3101174
C. CRACKERS	3101174
D. CAVIAR	3101174
THERE WERE NINE OF THE PRETTIEST GIRLS ATTENDING THE PARTY.	3101175
A. THERE	3101175

- \*B. NINE
- C. GIRLS
- D. PARTY

3101175  
3101175  
3101175

IN MANY UNIVERSITIES THROUGHOUT THE COUNTRY, STUDENTS MAY STUDY ANTHROPOLOGY.

- B. COUNTRY
- A. UNIVERSITIES
- \*C. STUDENTS
- D. ANTHROPOLOGY

3101176  
3101176  
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3101176

ON SATURDAY JEAN IS PLANNING TO VISIT THE MUSEUM AND THE ART INSTITUTE.

- A. SATURDAY
- \*B. JEAN
- C. MUSEUM
- D. INSTITUTE

3101177  
3101177  
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3101177

ONE OF THE BEST MOVIES IVE EVER SEEN IS IN TOWN NOW.

- \*A. ONE
- B. MOVIES
- C. IVE
- D. TOWN

3101178  
3101178  
3101178  
3101178  
3101178

HAVE YOU SEEN JOHN SINCE HE HAS RETURNED TO SCHOOL?

- A. SCHOOL
- B. JOHN
- C. HE
- \*D. YOU

3101179  
3101179  
3101179  
3101179  
3101179

THERE IS VERY LITTLE WASTE IN A MEAT MARKET.

- A. THERE
- \*B. WASTE
- C. MEAT
- D. MARKET

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3101180  
3101180  
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3101180

AT THIS STORE ARE SOLD MANY FAMOUS BRANDS OF FURNITURE.

- A. STORE
- B. MANY
- \*C. BRANDS
- D. FURNITURE

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3101181  
3101181  
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3101181

THE TOYS THAT I LIKE AT MY GRANDMOTHERS HOUSE ARE VERY OLD.

- \*A. TOYS
- B. I
- C. GRANDMOTHERS
- D. HOUSE

3101182  
3101182  
3101182  
3101182  
3101182

HOW HIGH IS THAT MOUNTAIN IN SOUTH DAKOTA?

- A. HOW
- B. HIGH
- \*C. MOUNTAIN
- D. SOUTH DAKOTA

3101183  
3101183  
3101183  
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3101183

NEAR THE DOWNTOWN AREA OF CHICAGO STANDS AN OLD WATER TOWER.

- A. NEAR
- B. AREA
- C. CHICAGO
- \*D. TOWER

3101184  
3101184  
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3101184

IN CERTAIN AREAS OF THE CITY THE PEOPLE SPEAK NO ENGLISH.

3101185

A. AREAS	3101185
B. CITY	3101185
*C. PEOPLE	3101185
D. ENGLISH	3101185
THE STONE STEPS IN THE YARD LEAD TO THE SUMMER HOUSE.	3101186
*A. STEPS	
B. YARD	
C. SUMMER	3101186
D. HOUSE	3101186
HE IS THE TYPE OF PERSON WHO REALLY ENJOYS GOLF.	3101187
*A. HE	1187
B. TYPE	3101187
C. PERSON	3101187
D. WHO	3101187
SEVERAL OF THE BOYS WILL HELP WITH THE WORK WHEN THEY RETURN FROM SCHOOL.	3101188
A. THEY	3101188
B. BOYS	3101188
C. WORK	3101188
*D. SEVERAL	3101188
COPY EACH WORD FROM THE SPELLING LIST AND STUDY THEM.	3101189
*A. YOU	3101189
B. COPY	3101189
C. WORD	3101189
D. STUDY	3101189
IN THIS SPOTLESSLY CLEAN SUPERMARKET THERE ARE MANY UNUSUAL FOODS.	3101190
A. THIS	3101190
B. SUPERMARKET	3101190
C. THERE	3101190
*D. FOODS	3101190
IN AQUALAND PEOPLE TRAIN AND TAME PORPOISES TO PERFORM FOR AN AUDIENCE.	3101191
A. AQUALAND	3101191
*B. PEOPLE	3101191
C. PORPOISES	3101191
D. AUDIENCE	3101191
THIS IS A PRIME EXAMPLE OF GOOD PENMANSHIP.	3101192
*A. THIS	3101192
B. PRIME	3101192
C. EXAMPLE	3101192
D. PENMANSHIP	3101192
THE LIGHT IN THE WINDOW WAS MEANT TO ATTRACT TRAVELERS.	3101193
*A. LIGHT	3101193
B. WINDOW	3101193
C. MEANT	3101193
D. TRAVELERS	3101193
TO ATTRACT PEOPLE WITH SIMILAR INTERESTS, THE STAMP COLLECTORS ADVERTISED IN THE NEWSPAPER.	1194
A. PEOPLE	3101194
B. INTERESTS	3101194
C. STAMP	3101194

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THE STUDENT WILL SHOW HIS UNDERSTANDING OF THE DIFFERENCES BETWEEN A SIMPLE SENTENCE AND A COMPOUND SENTENCE BY SELECTING THE COMPOUND SENTENCE FROM A LIST OF SENTENCES. %3a 0201

DIRECTIONS  
SELECT THE BEST ANSWER FOR THE QUESTION.

WHICH SENTENCE IS A COMPOUND SENTENCE 2060  
A. THE BOYS RAN OUT IN THE PLAYFIELD.  
B. THE BOYS AND GIRLS RAN OUT IN THE PLAYFIELD.  
C. THE BOYS AND GIRLS RAN AND PLAYED IN THE SCHOOL YARD.  
\*D. THE BOYS RAN OUT TO THE PLAYFIELD, BUT THEY IGNORED THE GIRLS.

WHICH SENTENCE IS A COMPOUND SENTENCE 2061  
A. THE GUITARIST AND TROMBONE PLAYER WERE FIRST ON THE PROGRAM.  
\*B. THE TWO MUSICIANS, ACCOMPANIED BY THE MASTER OF CEREMONIES, WERE THE FIRST ON THE STAGE, AND THEY WERE GREETED WITH CHEERS.  
C. AFTER A LONG WAIT, THE FIRST TWO ENTERTAINERS FINALLY WALKED TO THE STAGE.  
D. THE TROMBONE PLAYER AND THE GUITARIST CAME TO THE STAGE AND TUNED UP THEIR INSTRUMENTS.

WHICH SENTENCE IS A COMPOUND SENTENCE 2062  
A. THE PRESIDENT AND VICE PRESIDENT OF COUNCIL WERE GIVEN THE OATH OF OFFICE AND ASSUMED THEIR NEW DUTIES IMMEDIATELY.  
B. THE TWO COUNCIL LEADERS TOOK THEIR OATH OF OFFICE.  
\*C. THE PRESIDENT AND VICE PRESIDENT OF COUNCIL ASSUMED OFFICE, AND THEY SWORE IN THE SECRETARIES AND THE HISTORIAN.  
D. THE TWO COUNCIL LEADERS AND THE TWO SECRETARIES SAT ON THE STAGE.

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GIVEN A NUMBER OF SENTENCES, THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF SENTENCE STRUCTURE BY CLASSIFYING THEM AS SIMPLE, COMPOUND OR COMPLEX. %20a 0023

MARK THE SENTENCE SIMPLE, COMPOUND OR COMPLEX ACCORDING TO SENTENCE STRUCTURE. 0020  
A. SIMPLE  
B. COMPOUND  
C. COMPLEX

I WROTE TO BILL WHEN HE WAS IN ALASKA. \*C 3100107

WHY DIDNT YOU WRITE TO ME? \*A 3100108

I HAVE A FRIEND WHO WRITES OFTEN. \*C 3100109

JOHN RECEIVED A LETTER AND IN AN HOUR HIS REPLY WAS IN THE MAIL. \*B 3100110

MOTHER AND I OFTEN SEND LETTERS BY AIR MAIL. \*A 3100111

SHE TRIED BUT COULD NOT FIND TIME TO WRITE. *A	3100112
EDITH WAS BUSY, BUT KAREN WROTE A LETTER. *B	3100113
GENGHIS KHAN, WHO CONQUERED CHINA, RELIED ON HORSEBACK RIDERS. *C	3100114
SOME ANCIENT EMPIRES HAD POSTAL SERVICE. *A	3100115
CAESAR USED COURIERS, AND HIS MESSAGES WERE DELIVERED PROMPTLY. *B	3100116
FROM BRITAIN HE WROTE LETTERS THAT REACHED ROME IN A MONTH. *C	3100117
POSTAL SERVICE IS VERY OLD, BUT POST OFFICES ARE MORE RECENT. *B	3100118
IN THE UNITED STATES MAIL HAS BEEN MOVED IN VARIOUS WAYS. *A	3100119
THE COLONIES SET UP POST OFFICES AND ESTABLISHED MAIL ROUTES. *A	3100120
UNTIL 1825 HALF OF OUR MAIL WAS CARRIED BY POSTRIDERS. *A	3100121
RIVERS WERE MAIL ROUTES AFTER STEAMBOATS BECAME PRACTICAL. *C	3100122
PEOPLE LIKED THE SPEED THAT RAILROADS BROUGHT TO MAIL SERVICE. *C	3100123
THE U. S. AIRMAIL SERVICE BEGAN IN 1918. *A	3100124
THE GOVERNMENT FURNISHED THE PLANES, AND THE ARMY PILOTS FLEW THEM. *B	3100125
THE GOVERNMENT MAKES CONTRACTS WITH THEM FOR POSTAL SERVICE. *A	3100126

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THE STUDENT WILL SHOW UNDERSTANDING OF COMPOUND STRUCTURES IN GIVEN SENTENCES BY CATEGORIZING THEM AS COMPOUND SENTENCES, NOUNS, VERBS, ADJECTIVES, OR ADVERBS. %100	0036
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DIRECTIONS - NOTICE ALL COMPOUND STRUCTURES ARE STARRED. CHOOSE THE RESPONSE BELOW THAT IDENTIFIES THE COMPOUND STRUCTURE.	0031
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- A. A COMPOUND SENTENCE
- B. A COMPOUND NOUN OR NOUN PHRASE
- C. A COMPOUND VERB PHRASE
- D. A COMPOUND ADJECTIVE
- E. A COMPOUND ADVERBIAL

*ROBERT WALKED THROUGH THE FOREST, AND HE OBSERVED NATURE.* *A	3100240
HE *CAPTURED THE DOG BUT COULDN'T GET IT HOME.* *C	3100241
*JACK AND NANCY* WERE ATTENDING THE PROGRAM. *B	3100242
AN *ENORMOUS AND FEROCIOUS* DOG ATTACKED SUSAN. *D	2100243
*JERRY WAITED FOR ROBERT, AND HE NEVER MADE AN APPEARANCE.* *A	3100244
THEY RAN *ACROSS THE STREET AND INTO THE HOUSE.* *E	3100245

\*SUGAR AND HONEY\* ARE SWEET COMBINATIONS. \*B 3100246

\*HE FINISHED HIS HOMEWORK AND HE WENT TO SLEEP.\* \*A 3100247

SHE \*SCREAMED FOR HER FATHER BUT COULDN'T GET HIS ATTENTION.\* \*C 3100248

\*\*\*\*\*

THE STUDENT WILL SHOW UNDERSTANDING OF SENTENCE STRUCTURE BY CLASSIFYING GIVEN SENTENCES AS SIMPLE, COMPOUND, OR COMPLEX. %6 0066

DIRECTIONS - SELECT THE TERM BELOW THAT DESCRIBES THE TYPE OF THE GIVEN SENTENCE. 0055

- A. SIMPLE
- B. COMPOUND
- C. COMPLEX

ELAINE AND I ARE PLANNING A PARTY. \*A 3100395

PRESENT YOUR THOUGHTS AND IDEAS BRIEFLY. \*A 3100396

TIME FOR THE GAME HAD COME, BUT THE PLAYERS HAD NOT ARRIVED. \*B 3100397

SINCE THE PLAYERS DID NOT ARRIVE, THE GAME WAS POSTPONED. \*C 3100398

THE HUGE DISABLED AIRPLANE LANDED AND THE PASSENGERS DISEMBARKED QUICKLY. \*B 3100399  
3100399

WE STOOD NEAR THE GATE WHEN THE PASSENGERS ENTERED THE TERMINAL. \*C 3100400

\*\*\*\*\*

GIVEN SENTENCES CONTAINING COORDINATING CONJUNCTIONS, THE STUDENT WILL SHOW UNDERSTANDING OF EQUAL ELEMENTS JOINED BY CONJUNCTIONS BY CATEGORIZING THE ELEMENTS AS COMPOUND NOUNS, VERBS, PHRASES, OR INDEPENDENT CLAUSES. %35 0119

DIRECTIONS: 102

CHOOSE THE ANSWER THAT TELLS WHAT IS JOINED BY THE STARRED COORDINATING CONJUNCTION.

- A. COMPOUND NOUNS
- B. COMPOUND VERBS
- C. PHRASES
- D. INDEPENDENT CLAUSES

DUST FROM THE PASSING CARS \*AND\* TRUCKS ENVELOPED US. \*A 3100933

RICHARD NIXON RAN FOR OFFICE \*AND\* WON THE ELECTION. \*B 3100934

ON THANKSGIVING MORNING WE WENT OVER THE RIVER \*AND\* THROUGH THE WOODS. \*C 3100935  
3100935

THE PARTY WAS OVER \*BUT\* NO ONE LEFT. \*D 3100936

THE TEACHER SET UP THE CHEMISTRY EXPERIMENT \*AND\* DEMONSTRATED IT. \*B 3100937  
3100937

UP THE STAIRS \*AND\* INTO THE ATTIC SCURRIED THE MOUSE. \*C 3100938

BEAUTIFULLY DRESSED GIRLS *AND* THEIR NERVOUS DATES ARRIVED AT THE PROM. *A	3100939 3100939
THE AUDIENCE CLAPPED LOUDER *BUT* THE ENTERTAINER DID NOT REAPPEAR. *D	3100940 3100940
THE SPEAKERS OPINION *AND* MY VIEWS WERE NOT SIMILAR. *A	3100941
DEMONSTRATORS MARCHED DOWN THE STREET *AND* UP TO THE CAPITOL. *C	3100942
EVERYONE HOPED THE DAY WOULD BE SUNNY, *FOR* IT WAS THE DAY OF THE FIELD TRIP. *D	0943 943
NEITHER PROMISES *NOR* THREATS COULD MAKE THE LITTLE GIRL STOP CRYING. *A	3100944 3100944
HE COULD SPEND THE MONEY NOW *OR* SAVE IT FOR SUMMER VACATION. *B	3100945
BUT THE CHRISTMAS TREE NEAR THE FIREPLACE *BUT* BY THE WINDOW. *C	3100946
HE DID NOT KNOW IT WOULD BE DIFFICULT TO GET INTO COLLEGE, *OR* HE CERTAINLY WOULD HAVE WORKED HARDER IN HIGH SCHOOL. *D	3100947 3100947
THE CAR SKIDDED *AND* CAME TO A SCREECHING HALT. *B	3100948
I LAUGHED *AND* MY MOTHER MOTIONED ME TO BE QUIET. *D	3100949
GOLDFISH CAN BE PURCHASED AT A PET SHOP *OR* AT THE DIME STORE. *C	3100950
LOOK *AND* LISTEN BEFORE YOU CROSS THE STREET. *B	3100951
THE TEMPERAMENTAL, OUTSPOKEN WOMAN *AND* HER TIMID HUSBAND WERE A STRANGE COMBINATION. *A	0952 3100952
THE CHILDREN MIGHT BE HERE *BUT* PROBABLY HAVE LEFT. *B	3100953
SITTING IN THE CAR *AND* EATING AN ICE CREAM CONE, THE GIRL WAS STARTLED BY THE NOISE. *C	3100954 3100954
I CAN *AND* I WILL. *D	3100955
MY HEAD ACHED *AND* THROBBED TERRIBLY. *B	3100956
SARA AND I UNCOVERED AN OLD, DUSTY BOOK *AND* A FADED BOOKMARK. *A	3100957
MOTHER CALLED US HOME *FOR* IT WAS TIME TO GET READY FOR DINNER. *D	3100958
THE PRISONER ESCAPED BY RUNNING DOWN THE ALLEY *AND* JUMPING OVER THE FENCE. *B	3100959 3100959
ASK THAT TALL BOY *OR* THE SHORTER, HEAVIER BOY TO HELP LIFT THE CRATES. *A	3100960 3100960
THE COLLEGE STUDENT COULD LIVE IN THE DORMITORY *OR* HE COULD TAKE A ROOM IN A PRIVATE HOME. *D	3100961 3100961
RUNNING DOWN THE BLOCK *AND* TRIPPING OVER THE BRICKS, THE BOY	3100962



RAN ON, PANTING. *C	3100962
HE STAYED UP VERY LATE READING *AND* IT MADE HIS EYES TIRED. *D	3100963
THE SMALL CRYSTAL BOWL *OR* THE PEWTER VASE WILL DO. *A	3100964
THOREAU TAUGHT US THAT WE DONT NEED MONEY *OR* MATERIAL GOODS TO BE HAPPY. *A	3100965 3100965
THEY WERE ALLOWED TO STUDY WITH THE RADIO ON, *BUT* THE TELEVISION WAS TURNED OFF. *D	3100966 3100966
THE CAST ON JIMS LEG WAS COVERED WITH AUTOGRAPHS *AND* NOTES. *A	3100967

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THE STUDENT WILL SHOW COMPREHENSION OF COMPOUND ELEMENTS IN SENTENCES BY DISTINGUISHING BETWEEN SUCH ELEMENTS AND THE COMPOUND SENTENCE. %20	0120
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DIRECTIONS - IN THE SENTENCES BELOW, IDENTIFY THE COMPOUND ELEMENTS. CHOOSE	0103
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- A. COMPOUND SUBJECT
- B. COMPOUND VERB
- C. COMPOUND SUBJECT AND COMPOUND VERB
- D. COMPOUND SENTENCE

THE BROKEN CUP AND SAUCER WERE WITNESSES TO THE DISASTER. *A	3100968
CLASS BEGAN LATE AND ENDED EARLY. *B	3100969
WE WHISTLED TO HUCK AND HE QUICKLY CLIMBED THE FENCE. *D	3100970
I CREPT DOWN THE STAIRS AND CAUGHT MY FATHER PLAYING SANTA. *B	3100971
HE AND THE BOYS PUSHED OVER THE FLOWER POTS AND THEN FELT BAD ABOUT WHAT THEYD DONE. *C	3100972 3100972
THE NEW SHOES PINCHED HER TOES AND MADE BLISTERS ON HER HEELS. *B	3100973
I LAUGHED BUT I HAD NO IDEA WHY THE JOKE WAS FUNNY. *D	3100974
A CASE OF THE FLU AND A BAD COLD KEPT JENNIFER HOME FOR TWO WEEKS. *A	3100975 3100975
THE POTATOES CHIPS AND PEANUTS MADE US THIRSTY AND GAVE US AN EXCUSE TO GET A COKE. *C	3100976 3100976
MARIGOLD, MY ECCENTRIC AUNT, AND HER POODLE ARRIVED PUNCTUALLY AT SEVEN-THIRTY LAST NIGHT. *A	3100977 3100977
DOES HAPPINESS COME WITH WEALTH OR IS THERE SOME OTHER FORMULA? *D	3100978
THE COACH AND THE TEAM WERE WORRIED ABOUT THE NEXT GAME AND WERE CAREFULLY CONSIDERING NEW PLAYS. *C	3100979 3100979
CORY, HER OLDER SISTER, AND THE GIRL ACROSS THE STREET WALKED HOME, UNAWARE OF WHAT HAD HAPPENED. *A	3100980 3100980

MY GRANDMOTHER IS OLD, BUT SHE LOOKED YOUNG COMPARED TO THAT WOMAN. *D	3100981 3100981
THE FEAR OF ILLNESS WAS WITH HER CONSTANTLY AND KEPT HER FROM SLEEPING WELL. *B	0982 982
BURYING BONES AND GETTING THE PAPER ARE MY DOGS ONLY TRICKS. *A	3100983
HE WASTED HIS HOURS SLEEPING, BUT HE ENJOYED HIMSELF. *D	0984
LETTERS AND CARDS FROM OLD FRIENDS FLOODED HIS MAILBOX AND CHEERED HIM CONSIDERABLY. *C	3100985 3100985
SUDDENLY HE SPRANG TO HIS FEET AND SHOUTED LOUDLY. *B	3100986
THE DESIRES OF THE TEENAGER AND THE WISHES OF HIS PARENTS OFTEN DIFFERED AND WERE DISPUTED. *C	3100987 3100987

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THE STUDENT CAN SHOW UNDERSTANDING OF THE FOUR BASIC TYPES OF SENTENCES BY CATEGORIZING SENTENCES AS SIMPLE, COMPOUND, COMPLEX, OR COMPOUND-COMPLEX. %30H	0143
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DIRECTIONS	127
READ EACH SENTENCE CAREFULLY AND DECIDE WHETHER IT IS	
A. SIMPLE.	
B. COMPOUND.	
C. COMPLEX.	
D. COMPOUND-COMPLEX	

A SWAN, TALL AND GRACEFUL, SWAM ACROSS THE POND. *A	3101545
WHEN EVERYONE HAD FINALLY LEFT, THEY BREATHED A SIGH OF RELIEF. *C	3101546
SHE TRIED ALL THE DOORS, BUT NOT ONE WAS UNLOCKED. *B	3101547
JOE WANTS TO GO, BUT HE WILL NOT BE ABLE TO UNLESS HE FINISHES HIS HOMEWORK. *D	3101548 3101548
THOSE BOYS HAD BEEN SWIMMING IN THAT RIVER ALL AFTERNOON. *A	3101549
DINNER WAS READY, AND THE FAMILY AND GUESTS SAT DOWN TO EAT. *B	3101550
PLEASE DONT GO NEAR THE WATER. *A	3101551
TURKEY IS DELICIOUS, BUT I PREFER STEAK. *B	3101552
ILL COME EARLY IF I CAN, BUT DONT EXPECT ME BEFORE LUNCH. *D	3101553
WE HAVE BEEN VERY LONELY SINCE ROVER RAN AWAY. *C	3101554
WE EACH HAD POPCORN WHEN WE WENT TO THE SHOW. *C	3101555
A FEW WEEKS AGO I WAS LOCKED OUT OF MY HOUSE. *A	3101556
THAT TALENTED GIRL COULD PLAY THE PIANO, SING FOLK SONGS, AND DANCE WITHOUT ANY ADVANCE NOTICE. *A	3101557 3101557

A BELL RINGS, AND ALL THE STUDENTS ARE DISMISSED. \*B 3101558

IF YOU GO, ILL GO. \*C 3101559

EVERYONE WHO WENT ON THE TRIP WAS EXHAUSTED, AND A FEW PEOPLE  
CAME DOWN WITH COLDS. \*D 3101560  
3101560

WE EACH HAD A COKE AFTER WE LEFT SCHOOL. \*C 3101561

THE WIND WHISTLING THROUGH THE TREES COULD BE HEARD IN OUR  
CARIN. \*A 3101562  
3101562

A CRASH WAS HEARD, AND THE DOG BEGAN TO BARK. \*B 3101563

WERE ANN AND MARY ABLE TO ATTEND THE PARTYO \*A 3101564

THE TELEPHONE LINES WERE NOT REPAIRED UNTIL THE STORM SUBSIDED.  
\*C 3101565

HAVE YOU EVER HEARD OF THE STORIES ABOUT WILD BILL HICKOCK, OR  
HAVE YOU EVER SEEN HIM ON TVO \*B 3101566  
3101566

I WANT TO GO, BUT SHE DOESNT. \*B 3101567

I TALKED WITH A PERSON WHO HAD BEEN THERE. \*C 3101568

WHILE I WAS WAITING, THE SUN CAME OUT, AND THE STREETS BEGAN TO  
DRY. \*D 3101569  
3101569

A HEAVY TRUCK RUMBLLED OVER THE BRIDGE. \*A 3101570

THE COAST GUARD NOTICED A SHIP IN DISTRESS AND PULLED OVER TO  
HELP. \*A 3101571  
3101571

THE BOY AND HIS FRIEND PUSHED, BUT THE CAR REMAINED IN THE MUD.  
\*B 3101572

WHERE WERE YOU GOING WHEN I SAW YOU LAST NIGHTO \*C 3101573

BECAUSE MEAT SPOILS EASILY, IT SHOULD BE KEPT IN THE REFRIG-  
ERATOR. \*C 3101574  
3101574

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THE STUDENT WILL SHOW UNDERSTANDING OF SUBJECT AND VERB AGREE-  
MENT BY CHOOSING THE VERB THAT AGREES WITH THE SUBJECT IN NUMBER. 0152  
%20

DIRECTIONS - DECIDE IF THE SUBJCT IS SINGULAR OR PLURAL AND  
SELECT THE VERB THAT AGREES IN NUMBER. 0135

THE PAGES OUT OF THE BOOK. 3101725  
A. IS TORN 3101725  
\*B. ARE TORN 3101725  
C. WAS TORN 3101725

THE CLERK ALREADY. 3101726  
\*A. HAS LEFT 3101726  
B. HAVE LEFT 3101726  
C. WAS LEFT 3101726

THE WALLS	WERE.	3101727
A. WAS PAINTING		3101727
B. WERE PAINTED		3101727
*C. WAS PAINTED		3101727
THE CUSTOMERS TOGETHER WITH THEIR CARTS	TO STAND IN THAT	3101729
aisle.		3101729
A. WAS		3101729
*B. ARE		3101729
C. IS		3101729
HER GREATEST WORRY	THE UNPAID CHRISTMAS BILLS.	3101730
*A. WAS		3101730
B. WERE		3101730
C. ARE		3101730
THE TIMES OF THE SILVER FORK	RENT.	3101731
A. WAS		3101731
B. IS		3101731
*C. ARE		3101731
THE BOX, ALONG WITH ITS CONTENTS,	DAMAGED.	3101732
*A. WAS		3101732
B. WERE		3101732
C. ARE		3101732
THE CAR WITH THE BUCKET SEATS	A GREAT DEAL OF MONEY.	3101733
A. DOES COSTS		3101733
B. COSTED		3101733
*C. COSTS		3101733
WHEN YOU ARE REALLY HUNGRY, COOKIES AND MILK	DELICIOUS.	3101734
*A. TASTE		3101734
B. TASTES		3101734
C. TASTED		3101734
THERE	SEVERAL LETTERS FOR YOU ON YOUR DESK.	3101735
A. WAS		3101735
B. IS		3101735
*C. ARE		3101735
THERE	ANY COOKIES LEFT	3101736
*A. WERE		3101736
B. WAS		3101736
C. IS		3101736
HOW	JEAN AND BILL BEEN	3101737
*A. HAVE		3101737
B. HAS		3101737
C. WERE		3101737
WHERE	THE COFFEE AND COOKIES HIDDEN	3101740
A. IS		3101740
*B. ARE		3101740
C. WAS		3101740
ALL CANDIDATES OR THEIR SPONSORS	TO REPORT TO THE OFFICE	3101741
now.		3101741
A. IS		3101741
*B. ARE		3101741

C. WAS	3101741
SHE SAID THAT IT           MATTER TO HER.	3101742
A. DO	3101742
B. DONT	3101742
*C. DOESNT	3101742
SHE           HEAR YOU.	3101743
A. DO	3101743
B. DONT	3101743
*C. DOESNT	3101743
THOSE PEOPLE           WANT YOU TO LEAVE.	3101744
A. DOES NOT	3101744
*B. DONT	3101744
C. DOESNT	3101744

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THE STUDENT WILL SHOW HIS COMPREHENSION OF SUBJECT AND VERB AGREEMENT BY SELECTING THE SENTENCE WITH PROPER AGREEMENT OF SUBJECT AND VERB. %20	0233
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SELECT THE ONE SENTENCE FROM EACH GROUP THAT HAS CORRECT SUBJECT AND VERB AGREEMENT.

- |   |      |
|---|------|
| A. THE EFFECTS OF THE FLOOD WAS COSTLY.                     | 2144 |
| B. THE NEWS IN THE MORNING PAPERS WERE BAD.                 |      |
| C. THERE IS BETTER SEATS IN THE BALCONY.                    |      |
| *D. MATHEMATICS IS NOT AN EASY SUBJECT.                     |      |
|   |      |
| A. EITHER JANE OR HE HAVE THE BOOK.                         | 2145 |
| B. IS YOUR BROTHER AND SISTER COMING, TOOO                  |      |
| *C. THE CASE OF ORANGES IS HERE.                            |      |
| D. THERE WERE AMONG THE TWENTY CONTESTANTS ONLY ONE WINNER. |      |

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THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN ACTION VERBS AND LINKING VERBS BY CATEGORIZING STARRED VERBS IN SENTENCES. %20	0117
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DIRECTIONS - DETERMINE WHETHER THE STARRED VERB IS USED AS AN ACTION VERB OR A LINKING VERB IN THE SENTENCE. CHOOSE	0101
---	------

- |                 |  |
|-----------------|--|
| A. ACTION VERB  |  |
| B. LINKING VERB |  |

AFTER SHE MOVED, MFRITH *WROTE* LETTERS TO OLD FRIENDS FOR SEVERAL YEARS. *A	3100888
	3100888

CHRIS *WAS* MY BEST FRIEND WHEN WE WERE YOUNGER. *B	3100889
---	---------

MARLA *WAS* SORRY FOR WHAT SHE HAD DONE. *B	3100890
---	---------

I *FELT* BAD ABOUT MY GRADE. *B	3100891
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THE DICTIONARY *IS* UNCLEAR ABOUT THAT QUESTION. *B	3100892
---	---------

MY SISTER *COULD HAVE HELPED* ME WITH THOSE CHORES. *A	3100893
--	---------

MOTHER USUALLY *DEALS* FAIR WITH US WHEN WE DISOBEY. *B	0894
MY COLD *IS* NOT BROKEN YET. *B	3100895
JOANN *FELT* THE FABRIC TO SEE IF IT WAS HEAVY ENOUGH. *A	3100896
JACK *BECAME* A GOOD ATHLETE IN SPIRE OF HIS SIZE. *B	3100897
THE CUSTOMER *SMELLED* THE CHEESE AND QUICKLY PUT IT DOWN. *A	3100898
THE BUGLE *SOUNDS* A SHRILL NOTE OFF KEY. *A	3100899
THE PUPPY TIMIDLY *TASTED* THE ICE CREAM. *A	3100900
THE SMALL GIRL *DID* NOT *FEEL* WELL. *B	3100901
THE FAMILY *WAS* HAPPY EVEN THOUGH IT WAS POOR. *B	3100902
THE NEXT TIME I SAW RICHARD, HE *WAS* A PRIVATE IN THE ARMY. *B	3100903
THE SIGHT THAT FRIGHTENED ME *WAS* A MOUNTAIN LION TRACK. *B	3100904
THE STUDENTS *WERE* 'RELIEVED' WHEN THEY SAW THE EXAM. *B	3100905
THE LAUGHTER *WAS* LOUD AND DISTRACTING. *B	3100906
THAT *IS* A BEAUTIFUL CAR. *B	3100907
THAT ANSWER *SEEMED* STRANGE UNDER THE CIRCUMSTANCES. *B	3100908
AFTER MUCH COAXING, I *TASTED* THE CAVIAR. *A	3100909
THAT GREAT CIVILIZATION *LASTED* FOR CENTURIES. *A	3100910
THE MILK *DID* NOT *TASTE* FRESH TO ME. *B	3100911
THE BOYS WHO HAD BEEN FRIENDS SUDDENLY *BECAME* ENEMIES. *B	3100912

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THE STUDENT WILL SHOW UNDERSTANDING OF SIX IRREGULAR VERBS BY CHOOSING THE CORRECT FORM TO COMPLETE GIVEN SENTENCES. %15	0086
---	------

SELECT THE CORRECT VERB FORM FOR EACH SENTENCE.	0073
---	------

WHERE WAS HE	0	3100526
A. LAYING		
*B. LYING		3100526
C. LAIN		3100526
D. LIE		3100526

HE	THE BOXES ON THE TABLE.	3100527
A. LAY		3100527
B. LIE		3100527
*C. LAID		3100527
D. LAIN		3100527

WE SAW A SNAKE	NEARBY IN THE GRASS.	3100528
A. LIE		3100528

\*B. LYING  
C. LAIN  
D. LAY

3100528

DOWN, ROVERO

A. LAY  
\*B. LIE  
C. LAIN  
D. LAID

3100528

3100529

3100529

3100529

3100529

3100529

YOU MUST YOUR TOYS ON THE TABLE AT ONCE.

A. LAYING  
B. LYING  
\*C. LAY  
D. LIE

3100530

3100530

3100530

3100530

3100530

AMERICAN SOLDIERS A MACHINE GUN ON THE SUPPLY TRUCK.

\*A. SET  
B. SIT  
C. SAT  
D. HAD SAT

3100531

3100531

3100531

3100531

3100531

BOY SCOUTS BY THE FIRE ROASTING WEINERS.

A. HAD SET  
\*B. HAD SAT  
C. SETTING  
D. SITS

3100532

3100532

3100532

3100532

3100532

THAT STUDENT AT THREE DIFFERENT SIZED DESKS TODAY.

A. HAVE SAT  
\*B. HAS SAT  
C. HAVE SIT  
D. SIT

3100533

3100533

3100533

3100533

3100533

WHY YOU SO CLOSE TO THE EDGE OF THE CHAIR?

\*A. ARE...SITTING  
B. DID...SET  
C. ARE...SETTING  
D. HAVE...SET

3100534

3100534

3100534

3100534

3100534

THE SAILOR ON THE BURNING DECK WHEN THE SHIP BLEW UP.

A. SIT  
\*B. WAS SITTING  
C. WAS SETTING

3100535

3100535

3100535

3100535

THE SUN AT 6 05 A. M.

A. RISE  
\*B. ROSE  
C. WILL RAISE  
D. SHALL HAVE RAISED

3100536

3100536

3100536

3100536

3100536

THE NEW TAX WAS TO THE PRICES ON FOOD.

A. RISE  
B. ROSE  
C. RAISED  
\*D. RAISE

3100537

3100537

3100537

3100537

3100537

BILLOWY WHITE WAVES TO A FRIGHTENING HEIGHT ON THE BEACH.

\*A. HAVE RISEN  
B. WILL RAISE  
C. HAVE RAISED

3100538

3100538

3100538

3100538



D. HAS RAISED 3100538

WORKMEN THAT HOUSE THREE FEET. 3100539

A. HAVE ROSE 539

B. HAS RAISED 3100539

\*C. HAVE RAISED 3100539

D. ROSE 3100539

THE THIRSTY NATIVES THEIR ARMS IN THANKSGIVING AFTER THE 3100540

RAIN. 3100540

\*A. RAISED 3100540

B. ROSE 3100540

C. RISE 3100540

D. SHALL HAVE RAISED 3100540

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THE STUDENT WILL SHOW KNOWLEDGE OF THE CORRECT FORM OF IRREGULAR 0113

VERBS BY SELECTING THE VERB TO COMPLETE A SENTENCE. %70

DIRECTIONS

SELECT THE IRREGULAR VERB THAT CORRECTLY COMPLETES EACH SENTENCE.

THE GUEST WAS AWAKE LONG BEFORE THE HOUSEHOLD HAD 3100780

A. ARISE 3100780

B. ARISED 3100780

C. AROSE 3100780

\*D. ARISEN 3100780

WHEN THE SUN , THEY LEFT HURRIEDLY. 3100781

A. ARISE 3100781

B. ARISED 3100781

\*C. AROSE 3100781

D. ARISEN 3100781

HE HAD THE TYPE OF PERSON HIS FATHER WAS. 3100782

\*A. BECOME 3100782

B. BECOMED 3100782

C. BECAME 3100782

D. BECAMED 3100782

SHE HOSTILE AT THE SUGGESTION. 3100783

A. BECOME 3100783

\*B. BECAME 3100783

C. BECOMED 3100783

D. BECAMED 3100783

HE HAD THE DOG FOR BARKING. 3100784

A. BEAT 3100784

B. BEATED 3100784

\*C. BEATEN 3100784

D. BEATENED 3100784

CLASS HAD WHEN I ARRIVED. 3100785

A. BEGIN 3100785

\*B. BEGUN 3100785

C. BEGAN 3100785

D. BEGINNED 3100785

ALTHOUGH SHE FOUGHT TO HIDE HER EMOTIONS, SHE TO CRY. 3100786

- A. BEGIN
- B. REGUN
- C. BEGINNED
- \*D. BEGAN

3100786  
3100786  
3100786  
3100786

WE WERE AFRAID THE SHINGLE HAD OFF THE ROOF.

- A. BLEW
- B. BLOW
- \*C. BLOWN
- D. BLOWED

3100787  
3100787  
3100787  
3100787  
3100787

THE WIND HARD ALL NIGHT.

- A. BLOW
- \*B. BLEW
- C. BLOWN
- D. BLOWED

3100788  
3100788  
3100788  
3100788  
3100788

THE TEMPERAMENTAL CHILD SEVERAL TOYS.

- \*A. BROKE
- B. BREAK
- C. BROKED
- D. BROKED

3100789  
3100789  
3100789  
3100789  
3100789

I WAS UPSET TO HEAR SHE HAD HER PROMISE.

- A. BROKE
- B. BROKED
- C. BROKED
- \*D. BROKEN

3100790  
3100790  
3100790  
3100790  
3100790

I WAS GLAD I HAD MY RADIO.

- A. BRANG
- B. BRUNG
- \*C. BROUGHT
- D. BRINGED

3100791  
3100791  
3100791  
3100791  
3100791

JIM HIS BONGO DRUMS TO SCHOOL TO DEMONSTRATE THEM.

- A. BRANG
- B. BRUNG
- \*C. BROUGHT
- D. BRINGED

3100792  
3100792  
3100792  
3100792  
3100792

THE BALLOON WHEN IT REACHED THE CEILING.

- \*A. BURST
- B. BUSTED
- C. BUST
- D. BURSTED

3100793  
3100793  
3100793  
3100793  
3100793

HER HOPES WHEN SHE SAW THE DREARY ROOM.

- A. BUSTED
- \*B. BURST
- C. BUST
- D. BURSTED

3100794  
3100794  
3100794  
3100794  
3100794

THE UNFORTUNATE BOY A COLD DURING THE HOLIDAYS.

- A. CATCH
- B. CATCHED
- \*C. CAUGHT
- D. CAUGHTED

3100795  
3100795  
3100795  
3100795  
3100795

HE RUNNING UP THE WALK, SHOUTING.

- A. COME

3100796  
3100796

B. COMED		3100796
*C. CAME		3100796
D. CAMED		3100796
HE HAD TO WAIT SINCE HE HAD	EARLY.	
*A. COME		310079
B. COMED		3100797
C. CAME		3100797
D. CAMED		3100797
HE	IT.	3100798
A. DO		3100798
*B. DID		3100798
C. DONE		3100798
I'VE	THAT CHORE EVERY DAY.	3100799
A. DO		3100799
*B. DID		3100799
*C. DONE		3100799
EVERYONE HAD	HIS OWN CONCLUSION.	3100800
A. DRAW		3100800
B. DRAVED		3100800
*C. DRAWN		3100800
D. DREW		3100800
THE ARTIST	QUICKLY.	3100801
A. DRAW		3100801
B. DRAVED		3100801
C. DRAWN		3100801
*D. DREW		3100801
ALL THE POP WAS	BEFORE THE PARTY BEGAN.	3100802
A. DRINK		3100802
B. DRINKED		3100802
C. DRANK		3100802
*D. DRUNK		3100802
HE	THE ENTIRE MIXTURE IN ONE GULP.	3100803
A. DRUNK		3100803
*B. DRANK		3100803
C. DRINKED		3100803
D. DRINK		3100803
WHILE WE SLEPT, FATHER HAD	200 MILES.	3100804
A. DRIVE		3100804
*B. DRIVEN		3100804
C. DRIVED		3100804
D. DROVE		3100804
IN THE EMERGENCY, HE	FAST.	3100805
A. DRIVE		3100805
B. DRIVED		3100805
*C. DROVE		3100805
D. DRIVEN		3100805
HE WAS DROWSY AFTER HE HAD		3100806
A. EAT		3100806
*B. EATEN		3100806
C. ATF		3100806
D. EATED		3100806

THE OLD MAN

GREEDILY.

- A. EAT
- B. EATED
- \*C. ATE
- D. EATEN

3100807  
3100807  
3100807  
3100807  
3100807

HAVE PARENTS

WHAT ITS LIKE TO BE YOUNGO

- A. FORGET
- B. FORGETTED
- C. FORGOT
- \*D. FORGOTTEN

3100808  
3100808  
3100808  
3100808  
3100808

THE WRONG WAS

BUT NOT FORGOTTEN.

- A. FORGIVE
- B. FORGIVED
- C. FORGAVE
- \*D. FORGIVEN

3100809  
3100809  
3100809  
3100809  
3100809

THE POND HAD

DURING THE NIGHT.

- A. FREEZED
- B. FROZE
- C. FROZED
- \*D. FROZEN

3100810  
3100810  
3100810  
3100810  
3100810

LESLIE HAD

EARLY THAT MORNING.

- A. GO
- \*B. GONE
- C. WENT
- D. GOING

3100811  
3100811  
3100811  
3100811  
3100811

THE BABY BOY

FASTER THAN HIS TWIN SISTER.

- A. GROW
- B. GROWED
- \*C. GREW
- D. GROWN

3100812  
3100812  
3100812  
3100812  
3100812

GRANDMOTHER WAS SURE I HAD

A FOOT.

- A. GROW
- B. GROWED
- C. GREW
- \*D. GROWN

3100813  
3100813  
3100813  
3100813  
3100813

THERE WAS A LIGHTER SPOT ON THE WALL WHERE THE PICTURE HAD

- A. HANG
- B. HANGED
- \*C. HUNG

3100814  
3100814  
3100814  
3100814

THE LAST LEAF

STUBBORNLY TO THE TREE.

- A. HANG
- \*B. HUNG
- C. HANGED

3100815  
3100815  
3100815  
3100815

CAROL

HER BOOKS ON THE DESK.

- A. LAIN
- \*B. LAID
- C. LY
- D. LIES

3100816  
3100816  
3100816  
3100816  
3100816

MOTHER HAD

THE BABY IN THE CRIB.

- A. LAY

3100817  
3100817

B. LAID		3100817
C. LAYS		3100817
D. LAIN		3100817
EACH TIME I	THE BABY DOWN, HE STARTS TO CRY.	3100818
*A. LAY		3100818
B. LAID		3100818
C. LY		3100818
D. LAIN		3100818
	DOWN, FATHER COMMANDED THE DOG.	3100819
A. LAY		3100819
*B. LIF		3100819
C. LAID		3100819
D. LAIN		3100819
YESTERDAY KARL	IN BED SO LONG HE WAS LATE FOR SCHOOL.	3100820
A. LIF		3100820
*B. LAY		3100820
C. LAIN		3100820
D. LAID		3100820
THE TREASURE HAD	ON THE OCEAN FLOOR FOR DECADES.	3100821
A. LAY		3100821
B. LAID		3100821
C. LY		3100821
*D. LAIN		3100821
THE CORRECT SPELLING OF THE PAST TENSE OF THE VERB LIE IS		3100822
*A. LAY.		3100822
B. LAIN.		3100822
C. LAID.		3100822
D. LAYED.		3100822
THE CORRECT SPELLING OF THE PAST TENSE OF THE VERB LAY IS		3100823
A. LAY.		3100823
B. LAIN.		3100823
*C. LAID.		3100823
D. LAYED.		3100823
THE CORRECT SPELLING OF THE PAST PARTICIPLE OF THE VERB LIE IS		3100824
A. LAY.		3100824
*B. LAIN.		3100824
C. LAID.		3100824
D. LAYED.		3100824
THE CORRECT SPELLING OF THE PAST PARTICIPLE OF THE VERB LAY IS		3100825
A. LAY.		3100825
B. LAIN.		3100825
*C. LAID.		3100825
D. LAYED.		3100825
THE BELL	AS I SLIPPED INTO THE ROOM.	3100826
*A. RANG		3100826
B. RUNG		3100826
C. RINGED		3100826
D. RANGED		3100826
THE ALARM HAD	FOR SEVERAL MINUTES BEFORE I AWAKENED.	3100827
*A. RING		3100827
B. RINGED		3100827

C. RANG		3100827
*D. RING		827
THE OFFICE LEARNED THAT THE BOY HAD	AWAY FROM HOME.	3100828
A. RAN		3100828
*B. RUN		3100828
C. RANNED		3100828
HE	UNTIL HE REACHED THE RIVER.	3100829
*A. RAN		3100829
B. RUN		3100829
C. RANNED		3100829
MOTHER	THE GROCERIES ON THE COUNTER.	3100830
A. SIT		3100830
B. SAT		3100830
*C. SET		3100830
D. SETTED		3100830
JOE HAD	STILL NEARLY A MINUTE.	3100831
A. SIT		3100831
*B. SAT		3100831
C. SET		3100831
D. SITTED		3100831
SHE HAD	THE VASE IN THE MIDDLE OF THE TABLE.	3100832
A. SIT		3100832
B. SAT		3100832
*C. SET		3100832
D. SITTED		3100832
THE DOG	ONLY UNTIL HE SAW THE CAT.	3100833
A. SIT		3100833
*B. SAT		3100833
C. SET		3100833
D. SITTED		3100833
THE LEVIS	SO MUCH HE COULDN'T WEAR THEM.	3100834
A. SHRINK		3100834
B. SHRINKED		3100834
*C. SHRANK		3100834
D. SHRUNK		3100834
THE SWEATER HAD	FROM THE HOT WATER.	3100835
A. SHRINK		3100835
B. SHRINKED		3100835
C. SHRANK		3100835
*D. SHRUNK		3100835
CHRISTINE HAD NEVER	IN AN OPERA BEFORE.	3100836
A. SING		3100836
B. SANG		
*C. SUNG		
D. SINGED		3100836
HE	WITH A STRAINED VOICE.	3100837
A. SING		3100837
*B. SANG		3100837
C. SUNG		3100837
D. SINGED		3100837

THE SHIP	WITHIN MINUTES OF THE COLLISION.	
A. SINK		3100838
B. SUNKED		3100838
*C. SANK		3100838
D. SUNK		3100838
OUR SAILBOAT HAD	JUST OFF THE DOCK.	3100839
A. SINK		3100839
B. SINKED		3100839
C. SANK		3100839
*D. SUNK		3100839
EVERYONE	FROM BEHIND CHAIRS, YELLING, SURPRISED	3100840
A. SPRING		3100840
B. SPRINGED		3100840
C. SPRUNG		3100840
*D. SPRANG		3100840
THE CAT HAD	FROM BEHIND THE BUSH.	3100841
A. SPRING		3100841
B. SPRINGED		3100841
*C. SPRUNG		3100841
D. SPRANG		3100841
HE	TO FINISH THE WORK ON TIME.	3100842
A. STRIVE		3100842
*B. STROVE		3100842
C. STRIVEN		3100842
D. STRIVED		3100842
THE ENTIRE STAFF HAD	TO GET THE EDITION READY EARLY.	3100843
A. STRIVE		3100843
B. STORVE		3100843
*C. STRIVEN		3100843
D. STRIVED		3100843
BOB HAD	THE LENGTH OF THE POOL FASTER THAN I.	3100844
A. SWIM		3100844
B. SWIMMED		3100844
*C. SWUM		3100844
D. SWAM		3100844
LAST YEAR AT CAMP JACK	ACROSS THE LAKE.	3100845
A. SWIM		3100845
B. SWIMMED		3100845
C. SWUM		3100845
*D. SWAM		3100845
THE MONKEY	FROM LIMB TO LIMB.	3100846
A. SWING		3100846
B. SWINGED		3100846
C. SWANG		3100846
*D. SWUNG		3100846
THE OLD MAN HAD	THE PACK OVER HIS BACK.	3100847
A. SWING		3100847
B. SWINGED		3100847
C. SWANG		3100847
*D. SWUNG		3100847
THE LETTER HAD BEEN	OUT WITH THE TRASH.	3100848



A. THROW	3100848
B. THROWN	3100848
C. THREW	3100848
*D. THROWN	3100848

THE PITCHER	THE BALL WITH INCREDIBLE SPEED.	3100849
A. THROW		3100849
B. THROWN		3100849
*C. THREW		3100849
D. THROWN		3100849

MOTHER ASKED IF WE HAD	OUT OUR SWIMSUITS.	3100850
A. WRING		3100850
B. WRINGED		3100850
C. WRANG		3100850
*D. WRING		3100850

THE OLD WOMAN	OUT THE CLOTHES BY HAND AND HUNG THEM UP.	3100851
A. WRING		3100851
B. WRINGED		3100851
C. WRANG		3100851
*D. WRUNG		3100851

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GIVEN SEVERAL PHRASES IN WHICH THE SAME WORD APPEARS, THE STUDENT WILL SHOW COMPREHENSION OF VERBS BY SELECTING THE PHRASE IN WHICH THE RECURRING WORD IS USED AS A VERB. %25	0110
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DIRECTIONS - INDICATE THE PHRASE IN WHICH THE STARRED WORD IS USED AS A VERB.	0094
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A. A *FORECAST* OF RAIN	3100752
*B. WILL *FORECAST* THE WEATHER	3100752
C. CHANGED THE *FORECAST*	3100752

*A. WILL *BOOK* THE SUSPECT	3100753
B. A COLORFUL *BOOK* JACKET	3100753
C. WILL READ THE *BOOK* CAREFULLY	3100753

A. WAS *SUSPECT* BECAUSE OF HIS ACTIONS	3100754
B. FOUND THE *SUSPECT* EASILY	3100754
*C. IF YOU *SUSPECT* HIM	3100754

A. LOST IN *THOUGHT*	3100755
B. IF THE *THOUGHT* FRIGHTENED HIM	3100755
*C. *THOUGHT* FOR HOURS	3100755

*A. COULD NOT *PROJECT* HIS VOICE	3100756
B. DID FINISH THE *PROJECT*	3100756
C. THE *PROJECT* PLANS	3100756

A. WAS WARM AS *TOAST*	3100757
*B. WILL *TOAST* THE BREAD	3100757
C. ATE *TOAST* WITH JAM	3100757

A. DIDNT DO A *NUMBER* OF THEM	3100758
*B. DIDNT *NUMBER* SOME OF THEM	3100758
C. STARS WITHOUT *NUMBER*	3100758

A. AN OLD *OIL* PAINTING	3100759
B. THE *OIL* ON THE PONDS SURFACE	3100759
*C. MUST *OIL* THE MACHINE WELL	3100759
A. FADED *COLOR* OF THE UPHOLSTERY	3100760
B. USED THE *COLOR* CHART	3100760
*C. MUST *COLOR* THE CHART	3100760
A. THE *BOTTLE* HOLDER	3100761
*B. *BOTTLE* THE LIQUID	3100761
C. THE MILK *BOTTLE*	3100761
A. THE *DRAPE* RODS	3100762
*B. *DRAPE* THE FABRIC	3100762
C. HUNG THE *DRAPE*	3100762
*A. MUST *DRINK* YOUR MILK	3100763
*B. TOOK A *DRINK*	3100763
C. A *DRINK* OF WATER	3100763
*A. IF YOU *EXERCISE* YOUR VOCAL CORDS	3100764
B. IF *EXERCISE* IS ADVISABLE	3100764
C. THE *EXERCISE* MACHINE	3100764
A. NEW *DRESS* SHOES	3100765
*B. CAN *DRESS* HERSELF	765
C. BOUGHT A *DRESS* FOR HERSELF	3100765
A. LOST *PART* OF THE INSTRUCTIONS	3100766
B. A CROOKED *PART* IN HIS HAIR	3100766
*C. HOPE WE WILL NEVER *PART*	
*A. NEVER *COMPLETE* AN ASSIGNMENT	3100767
B. THE *COMPLETE* WORKS OF SHAKESPEARE	3100767
C. IF THE LIST WAS *COMPLETE*	3100767
*A. WONT EVEN *TRY*	3100768
B. WAS A NICE *TRY*	3100768
C. *TRY* WAS UNSUCCESSFUL	3100768
A. BROKE FATHERS *LEVEL*	3100769
B. HIS *LEVEL* OF ABILITY	3100769
*C. MUST *LEVEL* THE PILE	3100769
*A. WILL *HUMOR* MY BROTHER	3100770
B. SEE THE *HUMOR* IN IT	3100770
C. SENSE OF *HUMOR*	3100770
A. NOT THE CORRECT *ANSWER*	3100771
*B. CANT *ANSWER* CORRECTLY	3100771
C. FOUND THE *ANSWER* SHEET	3100771
A. GOT AN *AVERAGE* SCORE	3100772
*B. WILL *AVERAGE* THE SCORES	3100772
C. TAKE THE *AVERAGE* OF THE SCORES	3100772
A. A HARD *TEST* QUESTION	3100773
B. A *TEST* OF HIS KNOWLEDGE	3100773
*C. COULD *TEST* HIS ABILITY	3100773
A. IF THEY *SKIRT* THE ISSUE	3100774

B. USED A \*SKIRT\* HANGER  
C. LENGTHENED THE \*SKIRT\*

774  
774

*A. COULD NOT *PHRASE* THE QUESTION PROPERLY	3100775
B. BEGAN THE SENTENCE WITH A *PHRASE*	3100775
C. IF THE *PHRASE* WAS NOT CLEAR	3100775

A. IF SHE APPEARED WITH A *SMILE*	310077
B. THE *SMILE* OF AN ANGEL	3100776
*C. CAN *SMILE* IF THINGS GO WRONG	3100776

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THE STUDENT CAN DEMONSTRATE RECOGNITION OF VERBS BY CORRECTLY IDENTIFYING THEM IN A SENTENCE. %20	0150
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DIRECTIONS - SELECT THE *SIMPLE PREDICATE* IN THE SENTENCE.	0133
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THE DIRECTIONS PRINTED ON THE PAGE COULDN'T BE READ.	3101675
A. PRINTED	3101675
B. COULD BE	3101675
C. COULD NOT BE READ	3101675
*D. COULD BE READ	3101675

THE STRANGE LITTLE MAN WITH THE RED HAT WAS AGAIN PEERING OVER MY SHOULDER.	3101676
A. WAS	3101676
B. WAS AGAIN	3101676
*C. WAS PEERING	3101676
D. WAS AGAIN PEERING	3101676

MY YOUNGEST SISTER, HOWEVER, DID NOT EVER TATTLE ON ME.	3101677
*A. DID TATTLE	3101677
B. DID NOT EVER TATTLE	3101677
C. DID EVER TATTLE	3101677
D. DID NOT TATTLE	3101677

MR. BROWNS CAREFULLY LAID PLANS FOR A SURPRISE PARTY WERE BETRAYED TO HIS WIFE.	3101678
A. LAID	3101678
B. CAREFULLY LAID	1678
*C. WERE BETRAYED	3101678
D. BETRAYED	1678
	3101678

THE PEOPLE LIVING ON THAT BLOCK SHOULD HAVE BEEN WARNED ABOUT THE HALLOWEEN RUSH.	3101679
A. HAVE BEEN WARNED	3101679
*B. SHOULD HAVE BEEN WARNED	3101679
C. LIVING	3101679
D. SHOULD HAVE BEEN	3101679

THE MAID MIGHT NOT HAVE LEFT YET.	3101680
A. MIGHT NOT HAVE LEFT	3101680
B. MIGHT NOT HAVE	3101680
C. MIGHT NOT LEFT	3101680
*D. MIGHT HAVE LEFT	3101680

THE PARENTS COULD CERTAINLY HAVE BEEN NOTIFIED OF HIS GRADES SOONER.	3101681
*A. COULD HAVE BEEN NOTIFIED	3101681
B. CERTAINLY HAVE BEEN NOTIFIED	3101681
C. HAVE BEEN NOTIFIED	3101681
D. COULD HAVE BEEN	3101681
	3101681

I HAVE NEVER READ MR. SMITH'S BEST WORK, A HISTORICAL NOVEL BASED ON THE CIVIL WAR.

- A. HAVE NEVER READ
- \*B. HAVE READ
- C. BASED
- D. HAVE

3101684  
3101684  
3101684  
3101684  
3101684  
3101684

THE GIRL SITTING NEXT TO ME IS ALWAYS COPYING MY HOMEWORK.

- \*A. IS COPYING
- B. SITTING
- C. IS
- D. IS ALWAYS COPYING

3101685  
3101685  
3101685  
3101685  
3101685

THE SEVENTH GRADERS, THRILLED WITH THE THOUGHT OF CHRISTMAS, HAVENT BEEN PRACTICING THEIR PLAY.

- A. THRILLED
- B. HAVF BEEN
- C. HAVENT BEEN PRACTICING
- \*D. HAVF BEEN PRACTICING

3101686  
3101686  
3101686  
3101686  
3101686  
3101686

HAVING SPENT THE DAY AT THE BEACH, THE CHILDREN WERE DELIGHTED TO TAKE A NAP.

- A. HAVING SPENT
- B. HAVING
- C. WERE
- \*D. WERE DELIGHTED

3101687  
3101687  
3101687  
3101687  
3101687  
3101687

THE PILED STACK OF PENCILS ON HIS DESK HAD NEVER BEEN USED.

- A. PILED
- B. HAD BEEN
- C. HAD NEVER BEEN USED
- \*D. HAD BEEN USED

3101688  
3101688  
3101688  
3101688  
3101688

THE FINGERPRINTS MUST HAVE BEEN WIPED OFF.

- \*A. MUST HAVE BEEN WIPED
- B. MUST HAVE BEEN
- C. HAVE BEEN WIPED
- D. HAVE BEEN

3101689  
3101689  
3101689  
3101689  
3101689

WILL THE BOYS HAVE PAID THEIR BILL BY MONDAY?

- A. HAVE PAID
- \*B. WILL HAVE PAID
- C. WILL HAVE
- D. PAID

3101690  
3101690  
3101690  
3101690  
3101690

WHY SHOULD THE TITLE OF MY COMPOSITION BE CHANGED?

- A. WHY SHOULD
- B. CHANGED
- C. WHY SHOULD BE CHANGED
- \*D. SHOULD BE CHANGED

3101691  
3101691  
3101691  
3101691  
3101691

THE GIRL WEARING THE FANCY COSTUME RAN FOR FOUR BLOCKS AND THEN COLLAPSED.

- \*A. RAN, COLLAPSED
- B. WEARING
- C. WEARING, RAN, COLLAPSED
- D. RAN

3101692  
3101692  
3101692  
3101692  
3101692  
3101692

SOME OF THE BATTERED WAR PLANES WERE DISPLAYED AND DEMONSTRATED.

- A. DISPLAYED AND DEMONSTRATED

3101693  
3101693

- B. WERE DISPLAYED
- C. BATTERED
- \*D. WERE DISPLAYED, DEMONSTRATED

3101693  
3101693  
1693

WILL YOU BE ALLOWED TO SING AND DANCE AT THE ASSEMBLY?

3101693  
3101694  
3101694  
3101694  
3101694

- A. SING, DANCE
- B. ALLOWED
- \*C. WILL BE ALLOWED
- D. WILL BE ALLOWED, SING, DANCE

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THE STUDENT WILL SHOW COMPREHENSION OF VERB TENSE BY CATEGORIZING SENTENCES ACCORDING TO TENSE. %15

0080

DETERMINE THE TENSE OF EACH VERB AND MARK IT ACCORDINGLY -

0066

- A. PRESENT TENSE.
- B. PAST TENSE.
- C. FUTURE TENSE.
- D. PRESENT PERFECT TENSE.

HE SPRANG \*B

3100467

IT HAS SHRUNK \*D

468

I HIDE \*A

3100469

WE HAVE EATEN \*D

470

WE SHALL LEAVE \*C

3100471

DETERMINE THE TENSE OF EACH VERB AND MARK IT ACCORDINGLY.

0067

- A. PAST PERFECT
- B. FUTURE PERFECT
- C. PRESENT PERFECT
- D. NONE OF THESE

CHARLES \*GAVE\* A REPORT ON THE ATHLETIC EVENTS. \*D

3100472

THE TEAM \*HAD DRIVEN\* THROUGH A BLINDING RAIN. \*A

3100473

SOON, TODAY'S YOUNG AMERICANS \*WILL HAVE BECOME\* THE LEADERS OF TOMORROW. \*B

3100474  
3100474

TRACK AND FIELD EVENTS \*HAVE REPLACED\* THE LESSER EXCITING SPORTS AMONG THE BOYS. \*C

3100475  
3100475

WHAT KIND OF SCORE \*HAS BEEN MADE\* BY THE CUBS? \*C

0476

DETERMINE THE TENSE OF EACH VERB AND MARK IT ACCORDINGLY -

0068

- A. IF IT IS THE \*PRESENT TENSE\*.
- B. IF IT IS THE \*PAST TENSE\*.
- C. IF IT IS THE \*FUTURE TENSE\*.
- D. IF IT IS \*NONE OF THESE\*.

THE CHILDREN ARE AWAKE AT AN EARLY HOUR. \*A

3100477

YOU WILL FIND A LIST OF TROUBLESOME VERBS IN YOUR ENGLISH BOOK. \*C

3100478

WHERE HAS THE TIME GONE, TODAY? *D	3100479
CHERRY CREEK SWELLED AS A RESULT OF THE HEAVY RAINS. *B	3100480
SAVE THE CHILD WHO IS ABOUT TO DROWN. *A	3100481

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THE STUDENT WILL SHOW UNDERSTANDING OF VERB TENSE BY MATCHING THE TENSE WITH A GIVEN VERB IN A SENTENCE. %30□	0162
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DIRECTIONS	139
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SELECT THE ANSWER THAT IDENTIFIES THE TENSE OF THE STARRED WORD.

- A. PAST
- B. PRESENT PERFECT
- C. PAST PERFECT
- D. PRESENT

*HAVE* YOU *CALLED* HER LATELY? *B	3101810
SHE *HAD* NOT *FLOWN* IN A PLANE YET. *C	3101811
I *AM* ATTENDING* THE PARTY. *D	1812
I *LOVE* CANDY? *D	3101813
HE *HAD BEEN* CALLING* FOR HOURS. *C	3101814
THEY *BEGAN* TO SEE THE ANSWER. *A	3101815
MY SISTER *HAS BEEN* WORKING* THERE ONE YEAR. *B	1816
PLEASE *THROW* THE BALL TO TIMMY. *D	3101817
*DID* YOU *BREAK* THAT VASE? *A	3101818
I *HAD TRIED* TO VISIT HER YESTERDAY. *C	1819
THAT MOTORIST *HAS* NOT *BLOWN* HIS HORN. *B	1820
THE SWEATER *HAS SHRUNK*. *B	1821
THE BROWNS *HAD WRITTEN* TO US OFTEN. *C	1822
HELP! HERE *COMES* THE MONSTER? *D	3101823
HE *HAD STOLEN* THE MONEY. *C	1824
THE SUN *IS RISING* BY THEN. *D	1825
WHO *SANG* THE SOLO IN THE CHRISTMAS PROGRAM? *A	3101826
I *SWIM* BUT I DON'T CARE TO DIVE. *D	3101827
*HAVE* YOU *SPOKEN* TO YOUR PARENTS ABOUT THE PARTY? *B	3101828
HE *HAS BEEN* KNOWN* TO DO THAT. *B	3101829
JEAN *HAS RUNG* THE BELL IF YOU ASK HER. *B	1830



*SIT* DOWNO *D	3101831
THEY *HAD RUNG* THE SCHOOL BELL A LITTLE LATER THAN USUAL. *C	3101832
HE *HAS RUNG* THE SCHOOL BELL A LITTLE LATER THAN USUAL. *B	3101833
YOU *HAVE SPOKEN* TO YOUR BROTHER. *B	1834
YOU *SPOKE* TO YOUR BROTHERO *A	1835
I *HAVE* NOT *BEGIN* TO FIGHT. *B	3101836
THE SICK ELM TREES *DIED*. *A	1837
THE SICK ELM TREES *WERE DYING*. *A	3101838
*HAS* SHE EVER *SHOWN* ANY INTEREST IN LAWO *B	3101839

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THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN TRANSITIVE AND INTRANSITIVE VERBS BY CATEGORIZING STARRED VERBS IN SENTENCES. %25	0114
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DIRECTIONS	98
CHOOSE WHETHER THE STARRED VERB IN EACH SENTENCE IS	
A. TRANSITIVE.	
B. INTRANSITIVE.	

I *WANT* A NEW NOTEBOOK. *A	3100852
I *FEEL* IRRITABLE IF I AM ILL. *B	3100853
SHERRY *WALKED* QUICKLY BECAUSE SHE WAS FRIGHTENED. *B	3100854
THE NERVOUS GIRL *BIT* HER FINGERNAILS INCESSANTLY. *A	3100855
THE CURRENT *WAS* TOO SWIFT FOR THE POOR SWIMMER. *B	3100856
THE PRESIDENT-ELECT *APPEARED* BEFORE THE CHEERING CROWD. *B	3100857
PLEASE DONT *LAY* YOUR COAT THERE. *A	3100858
THE STUDENT *DEVELOPED* WRITERS CRAMP WHILE WRITING THE RESEARCH PAPER. *A	3100859
THE CHILDS CONDITION *GREW* WORSE. *B	3100860
I *HAD LOST* MY MOTHERS BRACELET. *A	3100861
THE DOG *DEVOURED* THE FOOD AS THOUGH HE WERE STARVING. *A	3100862
THE HOUSE THAT WE WERE TO MOVE INTO *LOOKED* DISMAL. *B	3100863
AMERICA *IS* THE SLAVE OF FOOTBALL. *B	3100864
I *COULD SEE* ONLY A SMALL RAY OF LIGHT. *A	3100865
HE KINDERGARTEN CHILDREN *BECAME* FRIENDS SLOWLY. *B	3100866

TOM SAWYER *LIKED* BECKY A LITTLE BIT. *A	3100867
HOT APPLE CIDER *SMELLED* GOOD AFTER THE ICE SKATING PARTY. *B	3100868
THE CHIRPING BIRDS *SOUNDED* TERRIBLE AT FIVE A.M. *B	3100869
BARRY *FASTENED* THE ROPE SECURELY AROUND HIS WAIST BEFORE STARTING THE CLIMB. *A	3100870 3100870
SUNBATHERS *COVERED* THE BEACH AS FAR AS WE COULD SEE. *A	3100871
THE INSTANT POTATOES *TASTED* QUITE PASTY. *B	3100872
OUR PHILODENDRON *GREW* A NEW LEAF. *A	3100873
THE OLD COUCH *WAS* TOO DILAPIDATED TO BE GIVEN AWAY. *B	3100874
DAVIDS HOBBIES *ARE* SKIING AND SWIMMING. *B	3100875
I *KNOW* THE LESSON VERY WELL. *A	3100876

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THE STUDENT WILL SHOW UNDERSTANDING OF VOICE BY CATEGORIZING SENTENCES AS ACTIVE OR PASSIVE. %5n	0081
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CLASSIFY THE VERB OR VERB PHRASE IN EACH SENTENCE AS A. *ACTIVE VOICE*. B. *PASSIVE VOICE*.	0069
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JOHN WILL HAVE PAINTED THE HOUSE BY NOON TODAY. *A	3100482
THE COLLIE PUPPIES WERE TRAINED BY THE BOYS. *B	3100483
ROSE GARDENS AT THE PALACE HAD BEEN PLANTED BY THE PEONS. *B	3100484
THE CUSTODIAN WILL ARRANGE THE CHAIRS IN THE GYM. *A	3100485
BOB LEAVES THE HOUSE AT AN EARLY HOUR. *A	3100486

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THE STUDENT WILL SHOW UNDERSTANDING OF VERB PERSON, NUMBER, TENSE, AND VOICE BY DETERMINING THOSE CHARACTERISTICS OF A GIVEN SENTENCE. %4n	0082
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DIRECTIONS SELECT THE CHARACTERISTIC THAT IS *NOT* TRUE OF THE FOLLOWING VERBS OR VERB PHRASES.	70
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WE WON THE CHAMPIONSHIP IN FOOTBALL. A. 1ST PERSON B. PLURAL NUMBER *C. PRESENT TENSE D. ACTIVE VOICE	3100487 3100487 487 3100487 3100487
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JOHN HAS BEEN DECORATED EXTENSIVELY. *A. SECOND PERSON B. SINGULAR NUMBER	3100488 3100488 3100488
---	-------------------------------

C. PRESENT PERFECT TENSE	3100488
D. PASSIVE VOICE	3100488
HIGLES WILL HAVE BEEN SOUNDED AROUND THE COUNTRYSIDE BY MORNING.	3100489
A. THIRD PERSON	3100489
B. PLURAL NUMBER	3100489
C. FUTURE PERFECT TENSE	3100489
*D. ACTIVE VOICE	3100489
OU HAD STUDIED SPANISH ON YOUR TRIP TO MEXICO.	0490
A. SECOND PERSON	3100490
B. SINGULAR NUMBER	3100490
*C. PRESENT TENSE	3100490
D. ACTIVE VOICE	3100490
*****	
HE STUDENT WILL SHOW HIS COMPREHENSION OF PASSIVE VOICE BY ORRECTLY IDENTIFYING A PASSIVE VOICE SENTENCE IN A LIST OF ENTENCES. %20	0228
ELECT THE SENTENCE WHICH IS IN THE PASSIVE VOICE.	0180
A. THE CUSTODIAN STACKED THE CHAIRS IN THE TOWER.	2129
B. BY GESTURES THE TEACHER TOLD THE STUDENTS TO BE QUIET.	
C. ALTHOUGH THE BELL RANG, SHE DID NOT DISMISS CLASS.	
*D. THE CHAIRS WERE STACKED IN THE CORNER BY THE CUSTODIAN.	
A. THERE WERE 14 PLACES AT THE TABLE.	2130
*B. FOURTEEN PLACES WERE SET AT THE TABLE.	
C. FOURTEEN CHAIRS WERE AROUND THE BIG TABLE.	
D. THE TABLE HAD 14 PLACE SETTINGS.	
*****	
HE STUDENT CAN SHOW UNDERSTANDING OF PREPOSITIONAL PHRASES, ARTICIPIAL PHRASES, AND CLAUSES BY CATEGORIZING GIVEN PHRASES ND CLAUSES IN SENTENCES. %300	0154
IRECTIONS	137
ENTIFY THE STARRED GROUP OF WORDS AS	
A. PREPOSITION PHRASE.	
B. PARTICIPIAL PHRASE.	
C. CLAUSE.	
HE MAN *IN THAT BLUE HAT* WAS A PRIVATE DETECTIVE. *A	3101770
HE MAN *WEARING THE BADGE* WAS THE PERSON TO SEE. *B	3101771
OUR FOXES QUICKLY JUMPED OVER THE BUSH AND DISAPPEARED *INTO THE ODDS*. *A	3101772 3101772
F IS A MAN *WHO LIKES GOOD FOOD*. *C	3101773
WHILE SHE WAS SCOLDING ME*, ANOTHER GIRL HID THE CHALK. *C	3101774
HERE WERE SEVEN BOYS RUNNING *ACROSS THE LAWN*. *A	3101775
HE GROUP WALKED FROM HOUSE TO HOUSE *SINGING AS THEY WENT*. *B	3101776

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE UNDERSTANDING OF THE USE OF THE PRESENT AND PAST PARTICIPLES OF A VERB AS VERBALS BY SELECTING THE SENTENCE CONTAINING A PARTICIPIAL PHRASE. %3 0215

SELECT THE SENTENCE THAT CONTAINS A PARTICIPIAL PHRASE. 0174

- \*A. HAVING NO CHANGE IN HIS POCKET, THE DRIVER COULD NOT USE THE EXACT CHANGE BOOTHS. 2089
- B. THE DRIVER WAS HAVING TROUBLE BECAUSE HE DID NOT HAVE THE CORRECT CHANGE.
- C. BECAUSE HE DID NOT HAVE THE CORRECT CHANGE, THE DRIVER WAS DELAYED FOR A TIME.

- A. THE ROAD UNDER CONSTRUCTION WAS CLOSED TO EXPRESS TRAFFIC. 2090
- \*B. THE ROAD, BEING UNDER CONSTRUCTION, WAS CLOSED TO EXPRESS TRAFFIC.
- C. NO EXPRESS TRAFFIC WAS PERMITTED ON THE ROAD BECAUSE OF THE CONSTRUCTION WORK.

- A. ANGRY AT THE DELAY, THE DRIVER HONKED HIS HORN VIGOROUSLY. 2091
- \*B. HONKING HIS HORN VIGOROUSLY, THE DRIVER INDICATED HIS ANGER.
- C. THE DRIVER SHOWED HIS ANGER WITH VIGOR.

\*\*\*\*\*

THE STUDENT WILL SHOW HIS COMPREHENSION OF THE CORRECT USE OF PARTICIPLES BY IDENTIFYING THE SENTENCE CONTAINING A CORRECTLY USED PARTICIPAL PHRASE. %1 0231

CHOOSE THE SENTENCE WHICH INCLUDES A CORRECTLY USED PARTICIPIAL PHRASE. 0183

- A. SCOLDING THEM, THE STUDENTS KEPT THEIR EYES AWAY FROM THE TEACHER. 2137
- B. TRACKING MUD WITH EVERY PAW, I SHOODE THE DOG OUT THE BACK DOOR.
- C. BARKING AND GROWLING, I INCHED AWAY FROM THE BIG DOG.
- \*D. SNAPPING THE LID DOWN QUICKLY, SHE DIDN,T GIVE US A CHANCE TO SEE WHAT WAS INSIDE.

\*\*\*\*\*

THE STUDENT WILL SHOW COMPREHENSION OF A GERUND BY SELECTING A SENTENCE IN WHICH ONE APPEARS. %1 0229

SELECT THE SENTENCE WHICH CONTAINS A GERUND. 0181

- A. ENCOURAGING THE MANUFACTURE OF SILK, GOVERNOR OGLETHORPE OF GEORGIA IMPORTED SILK WORMS FROM THE ORIENT. 2131
- B. GOVERNOR OGLETHORPE HAD BEEN ENCOURAGING THE GROWTH OF SILK INDUSTRY UNTIL THERE WAS A PRICE DROP.
- \*C. ENCOURAGING THE GROWTH OF A SILK INDUSTRY WAS ONE OF GOVERNOR OGLETHORPE,S MAJOR PROJECTS.

\*\*\*\*\*

THE STUDENT CAN DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN GERUNDS USED AS SUBJECTS, OBJECTS OF VERBS, OBJECTS OF PREPOSITIONS, AND PREDICATE NOMINATIVES.

0230

READ THE SENTENCE AND SELECT THE TYPE OF GERUND THAT IS USED.

018 )

THE LAWS AGAINST PASSING A STAGE COACH ON THE NATIONAL ROAD WERE USUALLY IGNORED.

2132

- A. SUBJECT GERUND
- B. OBJECT OF A VERB GERUND
- \*C. OBJECT OF PREPOSITION GERUND
- D. PREDICATE NOMINATIVE GERUND

PASSING A STAGE COACH WAS A VIOLATION OF STATE LAWS IN THE DAYS OF THE NATIONAL ROAD.

2133

- \*A. SUBJECT GERUND
- B. OBJECT OF A VERB GERUND
- C. OBJECT OF A PREPOSITION GERUND
- D. PREDICATE NOMINATIVE GERUND

PASSENGERS ENDURED THE STAGE COACH RACING.

2134

- A. SUBJECT GERUND
- \*B. OBJECT OF A VERB GERUND
- C. OBJECT OF A PREPOSITION GERUND
- D. PREDICATE NOMINATIVE GERUND

A MAJOR CAUSE OF ACCIDENTS ON THE NATIONAL ROAD WAS THE STAGE COACH RACING.

2135

- A. SUBJECT GERUND
- B. OBJECT OF A VERB GERUND
- C. OBJECT OF A PREPOSITION GERUND
- \*D. PREDICATE NOMINATIVE GERUND

SOME MOURED THE PASSING OF THE STAGE COACH.

2136

- A. SUBJECT GERUND
- \*B. OBJECT OF A VERB GERUND
- C. OBJECT OF A PREPOSITION GERUND
- D. PREDICATE NOMINATIVE GERUND

\*\*\*\*\*

THE STUDENT CAN DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN AN INFINITIVE AND A PREPOSITIONAL PHRASE BY SELECTING THE SENTENCE WHICH CONTAINS AN INFINITIVE. #30

0206

DIRECTIONS

SELECT THE BEST ANSWER FOR THE QUESTION.

WHICH OF THE FOLLOWING SENTENCES CONTAINS AN INFINITIVE

2070

- \*A. THE GEORGIA COLONISTS WANTED TO ESTABLISH A SILK INDUSTRY.
- B. THE INDUSTRY FLOURISHED UNTIL GOVERNOR OGLETHORPE WENT TO ENGLAND.
- C. WHEN HE RETURNED TO HIS COLONY, HE DISCOVERED THE MACHINERY HAD BEEN DEMOLISHED.

WHICH OF THE FOLLOWING SENTENCES CONTAINS AN INFINITIVE

2071

- A. THE BOYS TOOK THEIR BIKES TO SCHOOL FOR THE LAST TIME.
- \*B. THE JAPANESE WANTED TO COMPETE IN THE SMALL CAR FIELD.
- C. THEY PUT OUT THE TOYOTA AS COMPETITION TO THE VOLKSWAGON.

WHICH OF THE FOLLOWING SENTENCES CONTAINS AN INFINITIVE

2072

- A. LOCAL TAXES ARE NOT COLLECTED ON AN ITEM IF IT IS SHIPPED TO ANOTHER STATE.
- \*B. ONE VOLUNTEER AGREED TO RAISE BAIL FOR THE TRIO.
- C. ONE DEFENSE WITNESS WAS ADMITTED TO THE COURTROOM.

\*\*\*\*\*

GIVEN A LIST OF SENTENCES CONTAINING PREPOSITIONAL, PARTICIPIAL, AND INFINITIVE PHRASES, THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF THESE PHRASES BY CORRECTLY LABELING THE PHRASES STARRED. %10

0029

IN EACH SENTENCE A PHRASE IS STARRED. MARK EACH PHRASE IN THE FOLLOWING MANNER.

0024

- A. PREPOSITIONAL
- B. PARTICIPIAL
- C. INFINITIVE

DANDELION SEEDS ARE OFTEN CARRIED FAR \*FROM THE PARENT PLANT\*. \*A

3100209

THE WINGS \*OF MAPLE SEEDS\* CARRY THEM FAR AWAY. \*A

3100210

THEY ARE OFTEN SEEN \*TO SPIN DIZZILY\*. \*C

3100211

\*BUFFETED ROUGHLY ABOUT\*, THE TUMBLEWEED PLANTS ITS SEEDS. \*B

3100212

HAVE YOU EVER TOUCHED THE RIPE SEED POD \*OF A MILK WEED\*0 \*A

3100213

( SEEDS, \*FLOATING LIGHTLY\*, REACH THE GROUND AND TAKE ROOT. \*B

3100214

\*TO TOSS AWAY AN APPLE CORE\* IS A THOUGHTLESS GESTURE. \*C

3100215

EVERY YEAR MILLIONS OF SEEDS FAIL \*TO PRODUCE PLANTS\*. \*C

3100216

ACORNS, \*DROPPED HERE AND THERE\*, TAKE ROOT WHERE THEY FALL. \*B

3100217

SQUIRRELS OFTEN FURNISH TRANSPORTATION \*FOR ACORNS\*. \*A

3100218

\*\*\*\*\*

THE STUDENT WILL SHOW HIS COMPREHENSION OF THE USES OF INFINITIVES BY SELECTING SENTENCES IN WHICH INFINITIVES ARE USED AS NOUNS, ADVERBS, OR ADJECTIVES. %3

0226

DIRECTIONS

SELECT THE BEST ANSWER FOR THE QUESTION.

IN WHICH SENTENCE IS THE INFINITIVE USED AS A NOUN

2120

- \*A. TO BEG A QUESTION IS NOT TO ANSWER IT.
- B. THEY WENT TO FIND HIM.
- C. THE CITY EDITOR IS THE PERSON TO ASK.

IN WHICH SENTENCE IS THE INFINITIVE USED AS AN ADVERB

2121

- A. HE WANTED TO FRASE THE BOARD.
- \*B. ADVICE IS EASY TO GIVE.
- C. HE BIT THE COIN TO TEST IT.

IN WHICH SENTENCE IS THE INFINITIVE USED AS AN ADJECTIVE

2122

- A. HE WENT TO THE STORE TO BUY IT.
- \*B. HE HELPED US TO FIND HIM.
- C. HE WANTED TO GO THERE.

\*\*\*\*\*

THE STUDENT CAN SHOW HE COMPREHENDS THE DIFFERENCE BETWEEN GERUNDS, PARTICIPLES, AND INFINITIVES BY CATEGORIZING STARRED WORDS IN SENTENCES. %29n

0149

DIRECTIONS

132

CHOOSE THE ANSWER THAT BEST IDENTIFIES EACH STARRED WORD.

- A. INFINITIVE
- B. GERUND
- C. PARTICIPLE

THE BOYS \*BUILDING\* THE SAND CASTLE DID NOT NOTICE THE APPROACHING WAVE. \*C

3101646

3101646

\*JOGGING\* IS A HEALTHFUL RECREATION. \*B

3101647

WE ENJOYED \*SWIMMING\* IN THE OCEAN. \*B

3101648

FIRE DESTROYED THE \*DESERTED\* BUILDING. \*C

3101649

\*SEEING\* IS RELIEVING. \*B

3101650

JOHN HOPES \*TO WIN\* THE CONTEST. \*A

3101651

\*TO KNOW\* HIM IS A GREAT DELIGHT. \*A

3101652

THE PUPPY ENJOYED \*PLAYING\* WITH THE BALL. \*B

3101653

\*SITTING\* ON THE COUCH TO BE MORE COMFORTABLE, THE BOY BEGAN TO READ HIS NEW BOOK. \*C

3101654

3101654

THAT IS A GOOD COLOR \*TO USE\* IN YOUR PICTURE. \*B

3101655

THE OLD WOMAN SAT ON THE PORCH PATIENTLY \*WEAVING\* A RUG. \*C

3101656

\*VOTING\* IS AN OBLIGATION OF EVERY AMERICAN CITIZEN. \*B

3101657

THE \*WINNING\* TEAM RECEIVED A PAID VACATION TO FLORIDA. \*C

3101658

THE FIRM \*BEARING\* THAT NAME IS ONE TO BE TRUSTED. \*C

3101659

THE BOYS ATE THE \*BURNED\* MARSHMALLOWS. \*C

3101660

\*TRIMMING\* THE CHRISTMAS TREE IS PART OF OUR HOLIDAY ACTIVITIES. \*B

3101661

THE BROWNS WERE THE FIRST PEOPLE ON OUR BLOCK \*TO OWN\* A TV. \*A

3101662

MARTHA ENJOYS \*READING\* STORIES ABOUT ANIMALS. \*B

3101663

\*CLIMBING\* QUICKLY TO THE TOP OF THE HILL, THE BOY WAS ABLE TO CATCH SIGHT OF THE SETTING SUN. \*C

3101664

3101664

I LIKE \*SPEAKING\* IN FRONT OF AN AUDIENCE. \*B

3101665



JEAN WAS THRILLED *TO MEET* THE AUTHOR OF THE BOOK. *C	3101666
*STUDYING* MY OLD TESTS AND QUIZZES WAS A GREAT HELP TO ME ON MY EXAM. *B	3101667 3101667
THE PERSON *TO ASK* IS THE TEACHER. *A	3101668
A GOOD *SPANKING* IS WHAT THAT CHILD NEEDS. *B	3101669
SHE FOUND IT DIFFICULT *TO ADMIT* THE TRUTH TO HERSELF. *A	3101670
*PUZZLED* BY THE DIRECTIONS, HE WAS UNABLE TO FIND HIS WAY TO THE PARTY. *C	3101671 3101671
*FINISHING* DINNER EARLY IS BECOMING DIFFICULT. *B	3101672
WE CALLED JOHN AND JOAN *TO INVITE* THEM TO DINNER. *A	3101673
*HAVING SEEN* HIS FACE, I WAS ABLE TO IDENTIFY THE ROBBER. *C	3101674

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# HISTORY OF LANGUAGE

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE ORIGINS OF THE AMERICAN ENGLISH LANGUAGE BY IDENTIFYING EXAMPLES. %8	0312
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DIRECTIONS CIRCLE THE ANSWER WHICH CORRECTLY COMPLETES THE ITEM ABOUT THE ORIGINS OF THE AMERICAN ENGLISH LANGUAGE.	248
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OUR LANGUAGE IS BASED ON ALL OF THE FOLLOWING *EXCEPT*	2759
A. PERSIAN.	
*B. JAPANESE.	
C. SANSKRIT.	
D. GREEK.	

MODERN ENGLISH BEGAN ABOUT THE TIME OF THE	2760
A. 12TH CENTURY.	
B. 19TH CENTURY.	
*C. 17TH CENTURY.	
D. 20TH CENTURY.	

WE FIND MANY SIMILARITIES BETWEEN OUR LANGUAGE AND OTHERS BASED ON THE INDO-EUROPEAN LANGUAGE. SELECT THE LANGUAGE WHICH DOES *NOT* BELONG TO THIS GROUP.	2761
A. ENGLISH	
B. SPANISH	
C. GREEK	
*D. CHINESE	
E. SANSKRIT	
F. POLISH	

MIDDLE ENGLISH WAS SPOKEN IN THE	2762
*A. 14TH CENTURY.	
B. MIDDLE OF THE 19TH CENTURY.	

- C. 10TH CENTURY.
- D. 20TH CENTURY.

MANY FRENCH WORDS WERE PRIMARILY ADDED TO OUR LANGUAGE WHEN 2763

- A. FRENCH TOURISTS WENT TO ENGLAND.
- B. ENGLISH TEACHERS TAUGHT FRENCH.
- \*C. NORMAN INVADERS CONQUERED ENGLAND.

DANISH WORDS WERE ADDED TO OUR LANGUAGE BY 2764

- A. DANISH TOURISTS.
- \*B. VIKING RAIDERS.
- C. AMERICAN TRAVELERS TO DENMARK.

OLD ENGLISH WAS SPOKEN IN THE 2765

- A. 3RD CENTURY AD.
- B. 3RD CENTURY BC.
- \*C. 10TH CENTURY AD.
- D. 19TH CENTURY AD.

THERE ARE MANY WAYS OF ADDING NEW WORDS FROM OTHER LANGUAGES TODAY. SELECT THE ONE STATEMENT THAT IS \*NOT\* A WAY OF ADDING NEW WORDS. 2766

- A. NAMES FOR SCIENTIFIC CONTRIBUTIONS ADD ANOTHER LANGUAGE'S WORDS.
- \*B. FAVORITE FOREIGN WORDS ARE ADDED BY ANY PEOPLE WHO WANT TO ADD WORDS.
- C. NAMES OF ARTISTIC CONTRIBUTIONS ADD WORDS OF ANOTHER LANGUAGE.
- D. WARS HAVE BROUGHT EXCHANGES OF NEW WORDS.
- F. NAMES OF RELIGIONS ADD NEW WORDS.

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THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF GREEK AND LATIN ORIGIN OF WORDS BY CATEGORIZING GIVEN WORDS. %10 0314

DIRECTIONS 250  
MARK AN X BY GREEK IF THE WORD HAS A GREEK ORIGIN. MARK AN X BY LATIN IF THE WORD HAS A LATIN ORIGIN.

PREFIX MEANING WORD 2777

FORCE DYNAMO

- \*A. GREEK
- B. LATIN

PREFIX MEANING WORD 2778

FIVE PENTAGON

- \*A. GREEK
- B. LATIN

PREFIX MEANING WORD 2779

BENEFIT

A. GREEK  
\*R. LATIN

2780

PREFIX  
MEANING

WORD

END

FINISH

A. GREEK  
\*R. LATIN

2781

PREFIX  
MEANING

WORD

GREAT

MAGNIFICENT

A. GREEK  
\*R. LATIN

2782

PREFIX  
MEANING

WORD

EIGHT

OCTAGON

\*A. GREEK  
R. LATIN

2783

PREFIX  
MEANING

WORD

SOLDIER

MILITARY

A. GREEK  
\*R. LATIN

2784

PREFIX  
MEANING

WORD

MANY

MULTIPLY

A. GREEK  
\*R. LATIN

2785

PREFIX  
MEANING

WORD

UNIVERSE

COSMIC

\*A. GREEK  
R. LATIN

2786

PREFIX  
MEANING

WORD

DENY

NEGATIVE

A. GREEK  
\*R. LATIN

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF ORIGINS OF WORDS 0316  
OF AMERICAN ENGLISH BY MATCHING WORDS AND THE COUNTRIES FROM  
WHICH THEY ORIGINATED. %150

DIRECTIONS 252  
IDENTIFY THE AREA OF ORIGIN OF THE FOLLOWING WORDS BY PLACING THE 0252  
LETTER OF THE COUNTRY NEXT TO THE WORD.

- A. ENGLAND
- B. FRANCE
- C. GERMANY
- D. GREECE
- E. ITALY
- F. SPAIN

BUREAU *B	2798
HACIENDA *F	2799
DACHSHUND *C	2800
AUTOCRAT *D	2801
SANDWICH *A	2802
DINNER *B	2803
BEEF *B	2804
MICROSCOPE *D	2805
LETTER *E	2806
PATIO *F	2807
MULTIPLY *F	2808
WIENER *C	2809
PIANO *F	2810
POODIE *C	2811
DETERGENT *F	2812

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THE STUDENT DEMONSTRATES HIS UNDERSTANDING OF FOREIGN LANGUAGE 0317  
DERIVATION BY MATCHING WORDS WITH THE COUNTRIES OF THEIR ORIGIN.  
%120

DIRECTIONS 253  
MATCH THE FOLLOWING WORDS WITH THEIR COUNTRY OF ORIGIN.

- A. CHINESE
- B. JAPANESE
- C. GREEK
- D. GERMAN
- E. DUTCH

TEA *A	2806
BOSS *E	2807
WIENER *D	2808
THEATER *C	2809

DIRECTIONS 254

MATCH THE FOLLOWING WORDS WITH THE COUNTRY OF THEIR ORIGIN.

- A. AFRICAN
- B. HINDU
- C. AMERICAN INDIAN
- D. SPANISH
- E. ARABIC

MOCCASIN *C	2810
VOODOO *A	2811
ALGEBRA *E	2812
SHAMPOO *B	2813

DIRECTIONS 255

MATCH THE FOLLOWING WORDS WITH THE COUNTRY OF THEIR ORIGIN.

- A. PORTUGUESE
- B. FRENCH
- C. SPANISH
- D. NORWEGIAN
- E. PERSIAN

SKI *D	2814
DINNER *B	2815
BANANA *A	2816
BAZAAR *E	2817

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THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF VARIOUS SOURCES OF WORDS IN OUR LANGUAGE BY IDENTIFYING THE SOURCE OF THE GIVEN WORDS. %11n	0315
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DIRECTIONS 251

PLACE THE LETTER OF THE CORRECT ANSWER NEXT TO THE WORD IT FITS.

- A. DERIVED FROM SCIENTIFIC INVENTION
- B. COINED WORD
- C. MULTIPLE MEANING WORD

LUNAR MODULE *A	2787
POCKETBOOK *C	2788
TACHYON *B	2789
AUTOMOBILE *B	2790

GANTRY *A	2791
BROADCAST *C	2792
RE-ENTRY *A	2793
SKYSCRAPER *B	2794
AUTOBIOGRAPHY *B	2795
PANCAKE *C	2796
RETRO-ROCKET *A	2797

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THE CHILD WILL DISTINGUISH BETWEEN AMERICAN ENGLISH AND BRITISH BY CATEGORIZING GIVEN WORDS. %10	0313
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DIRECTIONS CIRCLE THE AMERICAN ENGLISH WORD IN EACH SET.	249
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*A. COLOR B. COLOUR	2767
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A. HONOUR *B. HONOR	2768
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*A. CENTER B. CENTRE	2769
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*A. TRAVELER B. TRAVELLER	2770
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*A. ENROLLMENT B. ENROLMENT	2771
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*A. CHARACTERIZE B. CHARACTERISE	2772
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A. ORGANISATION *B. ORGANIZATION	2773
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A. DEFFENCE *B. DEFENSE	
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A. JUDGEMENT *B. JUDGMENT	2775
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*A. CONNECTION B. CONNEXION	2776
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THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE INFLUENCE OF FOREIGN SETTLEMENTS DURING THE COLONIAL PERIOD ON DIALECTS BY CLASSIFYING WORDS ACCORDING TO THE PEOPLE WHO CONTRIBUTED THE WORDS. %10	0330
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## DIRECTIONS

CLASSIFY THE FOLLOWING WORDS ACCORDING TO THE PEOPLE WHO CONTRIB-  
UTED THE WORD BY SELECTING THE CORRECT LETTER AND WRITING THE  
LETTER NEXT TO THE WORD.

- A. FRENCH
- B. INDIANS
- C. PENNSYLVANIA GERMANS
- D. AFRICANS

271

SAUERKRAUT *C	2852
OPOSSUM *B	2853
PECAN *B	2854
CHOWDER *A	2855
BANJO *D	2856
BUCCANEER *A	2857
SQUASH *B	2858
GOORER *D	2859
PRAIRIE *A	2860
SKUNK *B	2861

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THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE INFLUENCE OF  
FOREIGN SETTLEMENTS DURING THE POST-REVOLUTIONARY PERIOD ON  
DIALECTOLOGY BY CLASSIFYING WORDS ACCORDING TO THE PEOPLE WHO  
CONTRIBUTED THE WORDS. %15

0331

## DIRECTIONS

CLASSIFY THE FOLLOWING WORDS ACCORDING TO THE PEOPLE WHO CON-  
TRIBUTED THE WORD BY SELECTING THE CORRECT LETTER AND WRITING THE  
LETTER NEXT TO THE WORD.

- A. SPANISH
- B. FRENCH
- C. GERMAN
- D. ITALIAN
- E. CHINESE

272

TAMALE *A	2862
DEPOT *B	2863
KARA-KIRI *E	2864
DELICATESSEN *C	2865
Fiesta *A	2866
SHIVARFF *B	2867
MACARONI *D	2868



PUMPERNICKEL *C	2869
SPUMONT *D	2870
ANTIPASTO *D	2871
HAMBURGER *C	2872
MUSTANG *A	2873
CHOP SUFY *F	2874
LARIAT *A	2875
PRETZEL *C	2876

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THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF TERMS RELATED TO DIALECT BY SELECTING THE GROUP OF WORDS THAT *BEST* GIVES THE MEANING OF THE TERM. %8	0332
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DIRECTIONS UNDERLINE THE LETTER OF THE *BEST* MEANING OF THE FOLLOWING TERMS.	273
--	-----

A DIALECT IS A. A STRANGE WAY OF SPEAKING. B. A FOREIGN LANGUAGE. *C. THE VARIETY OF LANGUAGE OF A SINGLE SPEECH COMMUNITY. D. THE WAY A PERSON PRONOUNCES A WORD.	2877
--	------

THE CORRECT TERM FOR *ONE'S OWN DIALECT* IS A. INTELLECT. *B. IDIOLECT. C. DIACRITICAL. D. SLANG.	2878
---	------

A DIALECT AREA IS AN AREA FOR A. STUDYING CUSTOMS OF PEOPLE. B. EDUCATING PEOPLE IN SPEECH. *C. STUDYING SPEECH HABITS. D. TEACHING A FOREIGN LANGUAGE.	2879
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WHEN A LINGUISTIC GEOGRAPHER FINDS AN EXPRESSION WHICH IS USED IN A DEFINITE REGION, HE DRAWS A LINE ON THE MAP TO SHOW THE OUTSIDE AREA IN WHICH IT OCCURS. THIS LINE ON THE MAP IS CALLED *A. AN ISOGLASS. B. A BOUNDARY. C. AN EXTERIOR LINE. D. A BARRIER.	2880
--	------

A SPEECH COMMUNITY IS A GROUP OF PEOPLE A. LIVING TOGETHER. B. WHO SPEAK A FOREIGN LANGUAGE. C. WHO ARE UNEDUCATED. *D. WHO SPEAK THEIR OWN DIALECT.	2881
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LOCALISM IS	2882
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- A. A STRANGE WAY OF SPEAKING.
- B. A CUSTOM OF DRESS.
- \*C. A DIALECT FORM.
- D. A MANNERISM.



SLANG IS

2883

- A. OBSCENE LANGUAGE.
- \*B. EXTREMELY INFORMAL LANGUAGE.
- C. UNEDUCATED LANGUAGE.
- D. DULL LANGUAGE.

JARGON IS CHARACTERISTIC OF

2884

- A. FOREIGNERS.
- B. UNEDUCATED PEOPLE.
- C. INTELLIGENT PEOPLE.
- \*D. A PARTICULAR OCCUPATION.

\*\*\*\*\*

# HOW TO STUDY

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## LITERATURE

THE STUDENT WILL SHOW COMPREHENSION OF DRAMATIC TECHNIQUE BY IDENTIFYING THE MOST EFFECTIVE PLACEMENT OF THEME. %10

0248

DIRECTIONS

SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

THE THEME, OR STATEMENT OF TRUTH ABOUT LIFE, IS \*MOST\* EFFECTIVE WHEN

2186

- A. IT IS STATED BY THE MAIN CHARACTER IN THE EXPOSITION OF THE PLAY.
- \*B. IT IS IMPLIED BY THE RESULT OF THE CONFLICT.
- C. IT IS IMPLIED BY THE ACTION OF THE ANTAGONIST AT THE CONCLUSION OF THE PLAY.
- D. IT IS STATED BY A MINOR CHARACTER SEVERAL TIMES THROUGHOUT THE COURSE OF THE PLAY.

\*\*\*\*\*

THE STUDENT WILL SHOW KNOWLEDGE OF TERMS RELEVANT TO DRAMA BY IDENTIFYING CHARACTERISTICS OF COMEDY, TRAGEDY, FARCE, AND MELO-DRAMA. %50

0249

DIRECTIONS

SELECT THE BEST ANSWER FOR THE QUESTION.

IN WHICH OF THE FOLLOWING PLAYS IS THE MAIN CHARACTER NOT SUCCESSFUL IN OVERCOMING OBSTACLES PLACED BEFORE HIM?

2187

- A. COMEDY
- \*B. TRAGEDY.
- C. FARCE

THE MAIN CHARACTER IS LAUGHED AT IN WHICH OF THE FOLLOWING PLAYS? 2188  
 \*A. FARCE  
 B. MELODRAMA  
 C. TRAGEDY

IN WHICH OF THE FOLLOWING PLAYS IS CHARACTERIZATION EMPHASIZED OVER PLOT? 2189  
 \*A. TRAGEDY  
 B. FARCE  
 C. MELODRAMA

IN WHICH OF THE FOLLOWING PLAYS IS PLOT EMPHASIZED OVER CHARACTERIZATION? 2190  
 A. COMEDY  
 B. TRAGEDY  
 \*C. MELODRAMA

WHICH OF THE FOLLOWING PLAYS DOES \*NOT\* PRESENT A TRUE MIRROR OF LIFE WITH CHARACTERS ACTING REALISTICALLY IN GIVEN SITUATIONS? 2191  
 A. COMEDY  
 B. TRAGEDY  
 \*C. FARCE

\*\*\*\*\*

THE STUDENT WILL SHOW KNOWLEDGE OF TERMS RELEVANT TO DRAMA BY IDENTIFYING THE ROLE OF THE PROTAGONIST AND ANTAGONIST. %5 0250

MATCH THE SENTENCE TO THE CLASSIFICATION. 194

THE CHARACTER THE AUDIENCE HOPES WILL WIN THE CONFLICT. 2192  
 \*A. PROTAGONIST  
 B. ANTAGONIST

THE CHARACTER PRESENTED IN AN UNSYMPATHETIC LIGHT. 2193  
 A. PROTAGONIST  
 \*B. ANTAGONIST

THE CHARACTER WHO REPRESENTS THE SIDE THE AUDIENCE DOES NOT WANT TO WIN. 2194  
 A. PROTAGONIST  
 \*B. ANTAGONIST

THE CHARACTER WHO RECEIVES THE AUDIENCE'S SYMPATHY. 2195  
 \*A. PROTAGONIST  
 B. ANTAGONIST

USUALLY THE MAIN CHARACTER. 2196  
 \*A. PROTAGONIST  
 B. ANTAGONIST

\*\*\*\*\*

THE STUDENT WILL SHOW HIS COMPREHENSION OF FIGURATIVE LANGUAGE BY IDENTIFYING THE FIGURE OF SPEECH USED IN A GIVEN PASSAGE, I.E. METAPHOR, SIMILE, AND PERSONIFICATION. %7 0102

DIRECTIONS  
 IN EACH PASSAGE BELOW YOU WILL FIND A FIGURE OF SPEECH. IDENTIFY

THE FIGURE OF SPEECH USED IN THE FOLLOWING MANNER.

A. METAPHOR.

B. SIMILE.

C. PERSONIFICATION.

THE SCARLET OF THE MAPLES CAN SHAKE ME LIKE THE CRY  
OF BUGLES GOING BY. \*B

3100598

3100598

THERE IS SOMETHING IN OCTOBER SETS THE GYPSY BLOOD ASTIR,  
WE MUST RISE AND FOLLOW HER \*C

3100599

3100599

THE FOG COMES  
ON LITTLE CAT FEET \*A

3100600

3100600

TIME, YOU OLD GYPSY MAN,  
WILL YOU NOT STAY \*C

3100601

3100601

THE DAY IS DONE, AND THE DARKNESS  
FALLS FROM THE WINGS OF NIGHT \*A

3100602

3100602

HE WATCHES FROM HIS MOUNTAIN WALLS,  
AND LIKE A THUNDERBOLT HE FALLS. \*B

3100603

3100603

STILL SITS THE SCHOOL HOUSE BY THE ROAD  
A RAGGED BEGGAR SLEEPING \*A

3100604

3100604

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF DEVICES USED BY  
POETS TO ACHIEVE SOUND EFFECTS IN POETRY BY MATCHING THE  
DEFINITION AND THE DEVICE. %40

0009

DIRECTIONS

9

FROM THE ALTERNATIVES LISTED BELOW, SELECT THE ONE THAT DEFINES  
EACH POETIC DEVICE.

A. THE USE OF WORDS THAT IMITATE NATURAL SOUNDS.

B. REPETITION OF SOUNDS AT THE BEGINNING OF WORDS.

C. RESEMBLANCE OR SIMILARITY IN VOWEL SOUNDS.

D. PARTIAL RHYME IN WHICH FINAL CONSONANTS AGREE BUT PRECEDING  
VOWELS DO NOT.

CONSONANCE IS \*D

3100014

ALLITERATION IS \*B

3100015

ASSONANCE IS \*C

310001

ONOMATOPOEIA IS \*A

3100017

\*\*\*\*\*

THE STUDENT WILL SHOW UNDERSTANDING OF CERTAIN POETIC DEVICES  
%ONOMATOPOEIA, ALLITERATION, ASSONANCE, AND CONSONANCE BY CHOOS-  
ING THE POETIC DEVICE EMPLOYED IN A GIVEN PORTION OF POETRY. %40

0010

DIRECTIONS - SELECT THE POETIC DEVICE USED IN EACH PORTION OF POETRY.

0010

- A. ONOMATOPOEIA
- B. ALLITERATION
- C. ASSONANCE
- D. CONSONANCE

A QUIETNESS DISTILLED,  
AS TWILIGHT LONG \*BEGUN\*,  
OR NATURE, SPENDING WITH HERSELF  
SEQUESTERED \*AFTERNOON\*,

EMILY DICKINSON

3100018  
3100018  
3100018  
3100018  
3100018  
3100018  
3100018

THE STARRED WORDS ARE AN EXAMPLE OF WHICH LITERARY DEVICE? \*D

SPEAK GENTLY, SPRING, AND MAKE NO SUDDEN SOUND,

LEW SARETT

3100019  
3100019  
3100019  
3100019

WHICH LITERARY DEVICE IS USED IN THIS LINE OF POETRY? \*B

...AND THE COAST  
BLACKENED WITH BIRDS \*TOOK\* A LAST \*LOOK\*  
AT HIS THRASHING HAIR AND WHALE BLUE EYE,

DYLAN THOMAS

3100020  
3100020  
3100020  
3100020  
3100020  
3100020

THE STARRED WORDS ARE AN EXAMPLE OF WHICH LITERARY DEVICE? \*C

THE MOAN OF DOVES IN IMMEMORIAL ELMS,  
AND MURMURING OF INNUNERABLE BEES.

ALFRED, LORD TENNYSON

3100021  
3100021  
3100021  
3100021  
3100021

WHICH LITERARY DEVICE IS USED IN THIS LINE OF POETRY? \*A

\*\*\*\*\*

THE STUDENT APPLIES HIS UNDERSTANDING OF ONOMATOPOEIA BY SELECTING EXAMPLES OF THIS DEVICE. %30

0321

DIRECTIONS

257

SELECT THE BEST ANSWER FOR EACH QUESTION.

WHICH OF THE FOLLOWING ILLUSTRATES ONOMATOPOEIA?

2826

- A. TENNY-WEENY
- B. MAN-BEAST
- \*C. BUMBLEBEE
- D. MONOMANIA

WHICH OF THE FOLLOWING LINES CONTAINS AN EXAMPLE OF ONOMATOPOEIA?

2827

- A. WRAPT IN SPLICED AIRS OF FISH AND TAR.
- B. AND MILK COMES FROZEN HOME IN PAILS.
- C. FIN THING AND WING THING.
- \*D. THE SMUGGED BOATS CREAK AND SEESAW.

WHICH OF THE FOLLOWING IS AN EXAMPLE OF ONOMATOPOEIA?

2828

- A. CLAW
- \*B. SQUEAL
- C. STAND
- D. RACE

\*\*\*\*\*

A STUDENT CAN SHOW KNOWLEDGE OF LITERARY TERMS BY SELECTING THE APPROPRIATE DEFINITION FOR A GIVEN TERM. %4□ 0148

DIRECTIONS - SELECT THE STATEMENT THAT DEFINES THE TERM. 0005

A METAPHOR IS 3101642  
A. AN OBVIOUS COMPARISON. 3101642  
\*B. AN IMPLIED COMPARISON. 3101642  
C. A HUMOROUS IMITATION OF SOMETHING SERIOUS. 3101642  
D. ATTRIBUTING PERSONAL CHARACTERISTICS TO INANIMATE OBJECTS. 3101642  
E. A REPETITION OF A SOUND. 3101642

A SIMILE IS 3101643  
\*A. AN OBVIOUS COMPARISON. 1643  
B. AN IMPLIED COMPARISON. 3101643  
C. A HUMOROUS IMITATION OF SOMETHING SERIOUS. 3101643  
D. ATTRIBUTING PERSONAL CHARACTERISTICS TO INANIMATE OBJECTS. 3101643  
E. A WORD OF SIMILAR SPELLING BUT DIFFERENT MEANING. 3101643

PERSONIFICATION IS 3101644  
A. AN OBVIOUS COMPARISON. 3101644  
B. AN IMPLIED COMPARISON BETWEEN OBJECTS, NOT HUMANS. 3101644  
C. A HUMOROUS IMITATION OF SOMETHING SERIOUS. 3101644  
\*D. ATTRIBUTING PERSONAL CHARACTERISTICS TO INANIMATE OBJECTS. 3101644  
E. PERSONAL QUALITIES OF A PERSON. 3101644

ALLITERATION IS 3101645  
A. AN OBVIOUS COMPARISON. 3101645  
B. AN IMPLIED COMPARISON. 3101645  
C. ATTRIBUTING PERSONAL CHARACTERISTICS TO INANIMATE OBJECTS. 3101645  
\*D. A REPETITION OF A SOUND. 3101645  
E. A HUMOROUS IMITATION OF SOMETHING SERIOUS. 3101645

\*\*\*\*\*

GIVEN EXAMPLES OF DIFFERENT LITERARY DEVICES, THE STUDENT CAN SHOW COMPREHENSION OF LITERARY DEVICES BY SELECTING THE ONE APPROPRIATELY DESCRIBING EACH EXAMPLE. %7□ 0147

DIRECTIONS - CHOOSE THE LETTER OF THE ANSWER WHICH BEST DESCRIBES THE EXAMPLE. 0131

- A. METAPHOR
- B. SIMILE
- C. PERSONIFICATION
- D. ALLITERATION

THE SILENT SEA SWEEPED OVER THE SHORE. \*D 3101635

THE DIAMOND WAS AS BRIGHT AS A STAR. \*B 3101636

...LIGHTLESS, ALL THE SPARKLES BLEARED AND BLACK AND BLIND \*D 3101637

FEAR CLUTCHED HIS THROAT. \*C 3101638

WE COULD HEAR THE SIGHING OF THE WAVES. \*C 3101639

HE IS AS TALL AS AN OAK. \*B 1640

HEARTY AND HALE WAS HE. \*D

1641

\*\*\*\*\*

THE STUDENT APPLIES HIS UNDERSTANDING OF METAPHOR BY CHOOSING  
EXAMPLES OF METAPHOR FROM A LIST OF DIFFERENT EXAMPLES OF  
FIGURATIVE LANGUAGE. %3□ 0318

DIRECTIONS 254  
MARK THE ONE EXAMPLE OF METAPHOR IN EACH SET OF CHOICES.

- A. BRAZEN IMAGE OF A HERO. 2818  
B. PAY TRIBUTE TO THE CROWN.  
C. HE WORE HIS LIFE LIKE A SKY.  
\*D. HE WAS A PINNACLE OF VIRTUE.

- A. SLASHED CLOUDS LEAK GOLD. 2819  
B. ABRASIVE SQUALLS FLAKE SEAGULLS OFF THE SKY.  
\*C. THE NIGHT WAS A TORRENT OF DARKNESS.  
D. MUSHROOMS LIKE SOFT FISTS SCQUIRE THE LOAM.

- A. TALL AS THE TRUTH. 2820  
\*B. DEAD FISH ARE POLISHED MARBLE.  
C. CLOCKWORK MEN.  
D. LIGHT WINCED ON THEIR KNIVES.

\*\*\*\*\*

THE STUDENT SHOWS COMPREHENSION OF SIMILES BY CHOOSING SIMILES  
FROM A LIST OF FIGURES OF SPEECH. %3□ 0319

DIRECTIONS 255  
MARK THE ONE SIMILE IN EACH SET OF CHOICES.

- A. HE WAS DOG DIRTY AND LOADED FOR BEAR. 2821  
B. THIS WORLD IS BUT A DARKLING PLACE.  
C. THE TRUCKS DRONED BY ON THE STREET BELOW.  
\*D. THE STORM, LIKE A GREAT BEAST, ROSE OVER THE HILL.

- A. GUILT WAS HIS CROSS. 2822  
B. THE HAND THAT ROCKS THE CRADLE RULES THE WORLD.  
\*C. AS SOFT AS DOUGH.  
D. HER HEART CRIED OUT.

- \*A. THOUGHTS THAT LIKE A SUNBEAM FLY. 2823  
B. HE LIKED THE COLD AS MUCH AS YOU.  
C. HE SANG AS HE WORKED.  
D. DEATH, BE NOT PROUD.

\*\*\*\*\*

THE STUDENT APPLIES HIS UNDERSTANDING OF ALLITERATION IN POETRY  
BY SELECTING INSTANCES OF ALLITERATION IN LINES OF POETRY. %2□ 0320

DIRECTIONS 256  
SELECT THE BEST ANSWER FOR EACH QUESTION.

WHICH OF THE FOLLOWING PASSAGES IS AN EXAMPLE OF ALLITERATION? 2824



- \*A. WHEN TO SESSIONS OF SWEET SILENT THOUGHT/ I SUMMON UP  
REMEMBRANCE OF THINGS PAST.
- B. CRASHING AND BASHING AND SPLASHING AND DASHING AND RUMBLING  
AND TUMBLING.
- C. BECAUSE IT,S SPRING THINGS DARE TO DO PEOPLE %AND NOT THE  
OTHER WAY ROUND
- D. ADVANCE THE FRINGED CURTAINS OF THY EYES, AND TELL ME WHO  
COMES YONDER.

WHAT SOUNDS ARE ALLITERATED IN THE FOLLOWING PASSAGE:  
I CAUGHT THIS MORNING MORNING,S MINION  
KINGDOM OF THE DAYLIGHT,S DAUPHIN.

2825

- A. C AND I
- B. I AND M
- \*C. D AND M
- D. C AND TH

\*\*\*\*\*

THE STUDENT APPLIES HIS UNDERSTANDING OF PERSONIFICATION BY  
SELECTING EXAMPLES OF THIS DEVICE FROM EXAMPLES OF SEVERAL POETIC  
DEVICES. %2

0322

#### DIRECTIONS

258

MARK THE ONE EXAMPLE OF PERSONIFICATION IN EACH SET OF CHOICES.

HE STOOD LIKE A ROCK.

2829

- B. IT WAS NIGHT ALONG THE SLURPING WARF.
- \*C. THE FLOWERS SMILED IN THE SUN.
- D. HE DRANK THE SWEET POISON.

- A. THE LEAVES DROPPED FROM THE TREES.
- \*B. THE WIND LASHED THE OPEN PRAIRIE.
- C. THE WIND RIPPLED THE GRASS.
- D. THE BRICKS RADIATED THE DAY,S HEAT.

2830

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE KNOWLEDGE OF SOME ELEMENTS OF  
RHYTHM %RHYTHM, METER, FOOT, IAMB BY MATCHING THE ELEMENT WITH  
THE STATEMENT THAT DESCRIBES IT. %4

0012

#### DIRECTIONS

12

SELECT THE LETTER OF THE DEFINITION THAT CORRESPONDS TO THE  
ELEMENT OF RHYTHM.

- A. THE BEAT OF PROSE OR POETRY.
- B. A REGULAR PATTERN OF BEATS IN A LINE OF POETRY.
- C. A DIVISION OF A LINE OF POETRY USUALLY CONTAINING AT LEAST  
ONE ACCENTED SYLLABLE.
- D. A FOOT THAT CONTAINS TWO SYLLABLES, THE FIRST ONE STRESSED  
AND THE SECOND UNSTRESSED.

THE DEFINITION OF \*METER\* IS \*B

3100026

THE DEFINITION OF *IAMB* IS *D	3100027
THE DEFINITION OF *FOOT* IS *C	3100028
THE DEFINITION OF *RHYTHM* IS *A	3100029

\*\*\*\*\*

THE STUDENT SHOWS COMPREHENSION OF METER IN PEOTRY BY SELECTING LINES WITH CONSISTENT METRICAL PATTERNS. %3n	0323
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DIRECTIONS	259
MARK THE ONE PASSAGE IN EACH GROUP OF PASSAGES THAT HAS A REGULAR METER.	

- |  |      |
|--|------|
| A. A BROOM SWISHES OVER THE SIDEWALK LIKE FEET THROUGH LEAVES.                       | 2831 |
| B. I JOINED THE ARMY WHEN I WAS FIFTEEN, AND RETURNED ONLY WHEN<br>MY HAIR WAS GRAY. |      |
| *C. THE MICROBE IS SO VERY SMALL YOU CANNOT MAKE HIM OUT.                            |      |
| D. I LEANED AT A DECK RAIL WATCHING A MONOTONOUS SEA.                                |      |

- |  |      |
|--|------|
| *A. DOUBLE, DOUBLE, TOIL AND TROUBLE<br>FIRE BURN AND CAULDRON RUBBLE. | 2832 |
| B. CHILD OF WATER, CHILD OF AIR, FUR THING AND WING THING.             |      |
| C. IN THAT YEAR WE LIVFD ON A FARM AND THE RELATIVES LIVED<br>WITH US. |      |
| D. CHOPPY WITH WINGS THE RAPIDS OF SHRILL SOUND                        |      |

- |  |      |
|--|------|
| A. BUTTERFLY ASLEEP, FODDED SOFT ON TEMPLE BELL.                                       | 2833 |
| B. THE CLOCK ON THE BOOKCASE TICKS/THE WATCH ON THE TABLE<br>TICKS.                    |      |
| *C. LOVE AGAIN, SONG AGAIN, NEST AGAIN, YOUNG AGAIN.                                   |      |
| D. MY HOUSE, MY FAIRY PALACE, IS OF PERISHABLE CLAPBOARDS<br>WITH THREFF ROOMS IN ALL. |      |

\*\*\*\*\*

THE STUDENT DEMONSTRATES KNOWLEDGE OF THE USE OF METER IN POETRY BY INDICATING THE EFFECT OF METER ON THE ORAL READING OF POETRY. %2n	0324
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DIRECTIONS	260
SELECT THE BEST ANSWER FOR EACH QUESTION.	

- |  |      |
|--|------|
| IN PRESENTING A POEM WITH REGULAR METER, THE READER SHOULD                                 | 2834 |
| *A. EMPHASIZE WORDS ACCORDING TO THEIR MEANING ONLY.                                       |      |
| B. STRESS EACH ACCENTED SYLLABLE EQUALLY.  |      |
| C. EMPHASIZE SYLLABLES STRICTLY IN ACCORDANCE WITH THE PRE-<br>DOMINANT METER OF THE POEM. |      |
| D. TRY NOT TO READ THE POEM ACCORDING TO ITS PREDOMINANT METER.                            |      |

- |   |      |
|---|------|
| WHEN A WRITER BREAKS THE METER OF A POEM HE DOES IT | 2835 |
| A. BY MISTAKE OR UNINTENTIONALLY.                   |      |
| B. ON PURPOSE TO MAKE THE READER PAY ATTENTION.     |      |
| C. FOR NO PARTICULAR PURPOSE.                       |      |
| *D. TO EMPHASIZE THE WORDS THAT ARE NOT IN METER.   |      |

\*\*\*\*\*  
 GIVEN PASSAGES OF POETRY, THE STUDENT WILL SHOW HIS COMPREHENSION OF RHYTHM IN POETRY BY SELECTING FROM EXAMPLES THE ONE WITH IDENTICAL RHYTHM. %3□ 0101

DIRECTIONS

87

READ THE PASSAGE GIVEN BELOW. THEN CHOOSE THE SENTENCE BELOW THE PASSAGE WHICH HAS THE SAME RHYTHM AS THE PASSAGE.

THE OTHER DAY I CHANCED TO MEET  
 AN ANGRY MAN UPON THE STREET --

3100595  
 3100595

CHOOSE THE SENTENCE BELOW WHICH IS MOST LIKE THE ABOVE PASSAGE IN RHYTHM.

- A. IN THE BEGINNING WAS THE WORD.
- B. WHAT MAKES YOU STARE SOO
- C. SHALL I COMPARE THEE TO A SUMMERS DAY
- \*D. IT CAME TO ME LAST TUESDAY NIGHT.

3100595  
 3100595  
 3100595  
 3100595  
 3100595  
 3100595

I SAW A TINY FROG  
 HIS COAT WAS SHINY GREEN.

3100596  
 3100596

CHOOSE THE SENTENCE BELOW WHICH IS MOST LIKE THE ABOVE PASSAGE IN RHYTHM.

- A. BY THE SHORES OF YONDER WATER
- \*B. THE DAYS OF OLD RETURN
- C. PLUCK THE FRUIT FROM OFF THE TREE
- D. HALF A MILE RAN THE LAD

3100596  
 3100596  
 3100596  
 3100596  
 3100596

HARK THE VOICE OF ENGLAND WAKES HIM AS OF OLD.

3100597

CHOOSE THE SENTENCE BELOW WHICH IS MOST LIKE THE ABOVE PASSAGE IN RHYTHM.

- A. THERE IS SOMETHING IN THE AUTUMN THAT IS NATIVE TO MY BLOOD.
- B. OLD MOTHER HUBBARD WENT TO THE CUPBOARD.
- \*C. TIME TO LET THE BLACKBIRD LIFT A BONNY HEAD.
- D. WHEN IN DISGRACE WITH FORTUNE AND MENS EYES

3100597  
 3100597  
 3100597  
 3100597  
 3100597  
 3100597

\*\*\*\*\*

ALL POEMS REFERRED TO IN THE NEXT FIVE OBJECTIVES ARE TAKEN FROM  
 \*POEMS TO REMEMBER\*, D. PETILT, ED., MAC MILLAN, NEW YORK, 1964.

THE STUDENT APPLIES COMPREHENSION OF THE DISTINCTION BETWEEN LYRIC AND NARRATIVE PEOTRY BY INDICATING THE FORM OF A PARTICULAR POEM. %POEMS--\*MUSHROOM\*, \*DAYBREAK ON AVENUE C\*, AND \*I SCOOPED UP THE MOON\*.□ %3□ 0325

DIRECTIONS

266

SELECT THE BEST ANSWER FOR EACH QUESTION.

\*MUSHROOMS\* IS WHAT TYPE OF POEMO

2836

- \*A. A LYRIC
- B. A NARRATIVE
- C. AN EPIC
- D. A SONNET

\*DAYBREAK ON AVENUE C\* IS WHAT TYPE OF POEMO

2836

- \*A. A NARRATIVE
- B. AN EPIC

- C. A SONNET
- D. A LYRIC

\*I SCOOPED UP THE MOON\* IS WHAT TYPE OF POEM?

2836

- A. AN EPIC
- B. A SONNET
- C. A NARRATIVE
- \*D. A LYRIC

\*\*\*\*\*

THE STUDENT SHOWS COMPREHENSION OF POETRY BY SELECTING THE  
CONCRETE SUBJECT OF A GIVEN POEM. %POEMS--\*MUSHROOMS\*, \*THE  
CLOCK\*, AND \*DAYBREAK ON AVENUE C\*.n %3n

0326

DIRECTIONS

267

SELECT THE BEST ANSWER FOR EACH QUESTION.

WHAT IS THE CONCRETE SUBJECT OF THE POEM \*MUSHROOMS\*?

2837

- \*A. MUSHROOMS
- B. THE FOREST
- C. THE INTELLIGENCE OF MUSHROOMS
- D. BETRAYAL

THE CONCRETE SUBJECT OF THE POEM \*THE CLOCK\* IS

2838

- \*A. CLOCKS.
- B. BOOKCASES.
- C. THE WORLD.
- D. POETRY.

WHAT IS THE CONCRETE SUBJECT OF THE POEM \*DAYBREAK ON AVENUE C\*?

2839

- A. HOW BIRDS LIVE IN THE CITY
- B. NOISE POLLUTION
- C. UGLINESS OF THE CITY
- \*D. MORNING IN THE CITY

\*\*\*\*\*

THE STUDENT SHOWS HIS ABILITY TO ANALYZE POETRY BY SELECTING THE  
ABSTRACT SUBJECT OF A GIVEN POEM. %POEMS--\*MUSHROOMS\*, \*I SCOOPED  
UP THE MOON\*, AND \*THE CLOCK\*.n %3n

0327

DIRECTIONS

268

SELECT THE BEST ANSWER FOR EACH QUESTION.

WHAT IS THE ABSTRACT SUBJECT OF THE POEM \*MUSHROOMS\*?

2840

- A. THE THREAT OF OVERPOPULATION
- B. INVASION FROM OUTER SPACE
- C. THE GRADUAL DECAY OF CIVILIZATION
- \*D. THE FRIGHTENING ASPECTS OF GROWTH

THE POEM \*I SCOOPED UP THE MOON\* HAS THE ABSTRACT SUBJECT OF

2841

- \*A. THE BEAUTY OF PATTERNS OF LIGHT AND TRANSPARENCY.
- B. THE PEACEFULNESS OF NIGHT
- C. THE WASTE OF NATURAL RESOURCES BY MAN.
- \*D. THE BEAUTY OF THE MOON.

WHAT IS THE ABSTRACT SUBJECT OF THE POEM \*THE CLOCK\*?

2842

- A. METHODS OF MEASURING TIME.

- B. THE INSECT'S NEED FOR FOOD.
- \*C. THE SHORTNESS OF LIFE.
- D. CIVILIZATION IS CRUMBLING.

\*\*\*\*\*

THE STUDENT ANALYZES POETRY BY STATING THE EFFECT FIGURATIVE DEVICES HAVE ON A PARTICULAR POEM. %POEMS--\*MUSHROOMS\*, \*I SCOOPED UP THE MOON\*, \*THE CLOCK\*, AND \*DAYBREAK ON AVENUE C\*.n %6 0328

DIRECTIONS 269  
SELECT THE ANSWER THAT CORRECTLY COMPLETES THE SENTENCE.

THE GROWTH OF THE MUSHROOMS IN \*MUSHROOMS\* IS INTENSIFIED BY IMAGES CONVEYING 2843

- A. SIZE.
- B. NUMBERS.
- \*C. MOVEMENT.
- D. SOUND.

THE PRIMARY VISUAL IMAGE OF \*I SCOOPED UP THE MOON\* IS 2844

- A. THE MOON.
- B. THE GRASS.
- C. WATER.
- \*D. LIGHT.

THE MOOD OF \*I SCOOPED UP THE MOON\* IS 2845

- A. TRUBULENT.
- \*B. PEACEFUL.
- C. TRIUMPHANT.
- D. SORROWFUL.

THE SPEAKER IN \*THE CLOCK\* 2846

- A. HAS LOST ALL TRACK OF TIME.
- \*B. IS VERY CONSCIOUS OF TIME.
- C. FEELS THAT INSECTS ARE A BETTER MEASURE OF TIME THAN CLOCKS.
- D. FEELS THAT THE WORLD SHOULD STOP MEASURING TIME.

THE POEM \*MUSHROOMS\* DESCRIBES MUSHROOMS THROUGH 2847

- A. THE SOUNDS THEY MAKE.
- \*B. THEIR APPEARANCE.
- C. THEIR ODD SMELL.
- D. THEIR TASTE.

THE IMAGERY OF THE POEM \*DAYBREAK ON AVENUE C\* IS PRIMARILY DRAWN FROM 2848

- A. ANIMALS.
- B. THE SEA.
- \*C. MECHANICAL DEVICES.
- D. PLANT LIFE.

\*\*\*\*\*

THE STUDENT APPLIES HIS UNDERSTANDING OF THE AURAL AND FIGURATIVE DEVICES OF POETRY BY SELECTING INSTANCES OF SUCH DEVICES IN A GIVEN POEM. %POEMS--\*THE CLOCK\*, \*MUSHROOMS\*, \*DAYBREAK ON AVENUE C\*.n %3 0329

DIRECTIONS

SELECT THE ANSWER THAT CORRECTLY COMPLETES THE SENTENCE.

270

THE MAIN FIGURATIVE DEVICE OF \*THE CLOCK\* IS

2849

- A. SIMILE.
- B. ALLITERATION.
- C. PERSONIFICATION.
- \*D. METAPHOR.

AS A WHOLE, \*MUSHROOMS\* IS AN EXAMPLE OF WHAT FIGURATIVE DEVICE

2850

- A. SIMILE
- B. ONOMATOPOEIA
- C. METONOMY
- \*D. PERSONIFICATION

\*DAYBREAK ON AVENUE C\* IS CHARACTERIZED BY THE WIDE USE OF

2851

- A. RHYME.
- B. ALLITERATION.
- C. SIMILE.
- \*D. ONOMATOPOEIA.

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF LITERARY TERMS BY  
SELECTING THE GROUP OF WORDS THAT BEST GIVES THE MEANING OF THE  
TERM. #7

0025

DIRECTIONS

SELECT THE STATEMENT THAT DEFINES THE TERM.

CONFLICT

- A. THE ACCOUNT OF A PERSONS LIFE WITH ADDED IMAGINARY DETAILS.
- B. A STRIKING DIFFERENCE BETWEEN TWO THINGS.
- \*C. A STRUGGLE BETWEEN FORCES EITHER OUTSIDE OR WITHIN A CHARACTER.

3100142  
3100142  
3100142  
3100142  
3100142

CHARACTERIZATION

- \*A. A TECHNIQUE A WRITER USES TO HELP THE READER BECOME ACQUAINTED WITH A PERSON IN THE STORY.
- B. THE COMBINATION OF TRAITS AND CIRCUMSTANCES THAT CAUSES A CHARACTER TO ACT IN A CERTAIN MANNER.
- C. A DESCRIPTION OF HOW PEOPLE LOOK, IN WHAT AREA OF THE COUNTRY THEY LIVE, AND HOW THEY BEHAVE IN CERTAIN SITUATIONS.

3100143  
3100143  
3100143  
3100143  
3100143  
3100143  
3100143

FANTASY

- A. A LANGUAGE WHICH SUGGESTS AN IDEA RATHER THAN STATES IT.
- \*B. FICTION THAT CONTAINS IMPOSSIBLE SITUATIONS, CHARACTERS OR EVENTS.
- C. A WAY A CHARACTER REACTS TO A SITUATION.

3100144  
3100144  
3100144  
3100144  
3100144

IMAGERY

- A. AN ILLUSTRATION IN A STORY.
- \*B. CONCRETE WORDS OR DETAILS THAT APPEAL TO THE SENSES.
- C. CONCLUSIONS DRAWN FROM HINTS OR IMPLICATIONS.

3100145  
3100145  
3100145  
3100145

PLOT

- \*A. PATTERNS OF INCIDENTS WHICH MAKE UP A STORY.
- B. A CONTRAST BETWEEN WHAT IS SAID AND WHAT IS MEANT.

3100146  
3100146  
3100146

C. THE TIME, PLACE AND ENVIRONMENT IN WHICH A WRITING TAKES PLACE. 3100146  
3100146

SATIRE

- A. ELEMENT OF ACTION WHICH SHAPES EVENTS. 3100147
- B. ELEMENT IN WRITING WHICH KEEPS A READER WANTING TO KNOW WHAT HAPPENS NEXT. 3100147
- \*C. ELEMENT THAT RIDICULES PEOPLE, IDEAS, CUSTOMS OR ORGANIZATIONS IN CERTAIN AREAS OF THE COUNTRY. 3100147

SYMBOL

- \*A. ANYTHING THAT HAS A MEANING OF ITS OWN, BUT SUGGESTS OTHER EMOTIONAL MEANINGS. 3100148
- B. AN AUTHORS ATTITUDE TOWARD HIS SUBJECT, BUT NOT CLEARLY STATED. 3100148
- C. AN IDEA ABOUT LIFE EXPRESSED IN A LITERARY WORK, BUT IMPLIED ONLY. 3100148

\*\*\*\*\*

THE STUDENT WILL SHOW KNOWLEDGE OF THE TERM \*EXTERNAL CONFLICT\* 0241  
BY BEING ABLE TO SELECT APPROPRIATE COMPONENTS OF THE TERM. %10

DIRECTIONS

SELECT THE BEST ANSWER FOR THE QUESTION.

WHICH OF THE FOLLOWING IS \*NOT\* AN ELEMENT OF EXTERNAL CONFLICT? 2164

- A. MAN VS. MAN
- B. MAN VS. NATURE
- \*C. MAN VS. CONSCIENCE
- D. MAN VS. THE MAJORITY

\*\*\*\*\*



THE STUDENT WILL SHOW COMPREHENSION OF THE TERM \*INTERNAL  
CONFLICT\* BY SELECTING APPROPRIATE EXAMPLES IN GIVEN SITUATIONS.  
%10

0242

DIRECTIONS  
SELECT THE BEST ANSWER FOR THE QUESTION.

WHICH ONE OF THE FOLLOWING SITUATIONS GIVES EVIDENCE OF INTERNAL  
CONFLICT?

2165

- A. DAN INTENTIONALLY KNOCKS PETERS BOOKS TO THE FLOOR.
- B. THE HERO OF A STORY IS ABOUT TO FREEZE TO DEATH.
- \*C. CHRIS IS ABOUT TO COPY A FRIENDS, COMPLETED ASSIGNMENT, BUT  
HESITATES.
- D. A KNIGHT IN SHINING ARMOR RESCUES A DAMSEL IN DISTRESS.

\*\*\*\*\*

THE STUDENT WILL SHOW HIS KNOWLEDGE OF THE LITERARY TERM  
FLASHBACK BY SELECTING THE CORRECT DEFINITION OF THE TERM. %10

0283

DIRECTIONS  
SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

FLASHBACKS REFER TO

2395

- A. AN AUTHOR'S USE OF CLUES ABOUT EVENTS WHICH WILL OCCUR  
LATER.
- \*B. EVENTS RELATED OUT OF CHRONOLOGICAL ORDER.
- C. A FIGURE OF SPEECH CALLED A METAPHOR.
- D. EXAMPLES OF IMAGERY.

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE TERMS \*PLOT\*,  
\*CONFLICT\*, AND \*CLIMAX\* BY CHOOSING FROM AMONG ALTERNATIVES THE  
DEFINITION OF THE TERM. %30

0005

DIRECTIONS  
SELECT THE STATEMENT THAT DEFINES THE TERM.

- THE STATEMENT THAT DEFINES THE LITERARY TERM \*PLOT\* IS
- A. A DETAIL THAT PREPARES THE READER FOR THE OUTCOME.
  - B. AN EXCITING INCIDENT TOLD IN ORDER OF OCCURRENCE.
  - C. A TRUE HAPPENING RELATED IN ORDER OF OCCURRENCE.
  - \*D. THE PLANNED ARRANGEMENT OF EVENTS IN THE STORY.

3100007  
3100007  
3100007  
3100007  
3100007

- THE STATEMENT THAT DEFINES THE LITERARY TERM \*CONFLICT\* IS
- \*A. A PHYSICAL OR INTELLECTUAL STRUGGLE BETWEEN TWO OPPOSING  
FORCES IN A PLOT.
  - B. THE FINAL PHYSICAL STRUGGLE BETWEEN MAIN CHARACTERS WHICH  
DETERMINES OUTCOME.
  - C. A STRUGGLE WHICH IS INTELLECTUAL AND CONTAINS NO PHYSICAL  
CONTACT.
  - D. THE STRUGGLE OF THE MAIN CHARACTER TO ACHIEVE HIS GOALS  
AFTER THE CLIMAX HAS OCCURRED.

3100008  
3100008  
3100008  
3100008  
3100008  
3100008  
3100008

- THE STATEMENT THAT DEFINES THE LITERARY TERM \*CLIMAX\* IS
- A. THE VERY END OF THE STORY, AFTER WHICH NO MORE ACTION CAN  
TAKE PLACE.
  - \*B. THE TURNING POINT IN THE ACTION WHERE USUALLY THE READERS

3100009  
3100009  
3100009  
3100009

- |   |         |
|---|---------|
| INTEREST IS AT THE HIGHEST POINT.                             | 3100009 |
| C. THE POINT IN THE STORY WHERE THE READER LEARNS WHO WILL    | 3100009 |
| WILL CHALLENGE THE MAIN CHARACTER.                            | 3100009 |
| D. THE SETTING WITHIN WHICH THE TWO MAIN CHARACTERS CARRY OUT | 3100009 |
| THEIR CONFLICT.   | 3100009 |

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THE STUDENT WILL SHOW HIS COMPREHENSION OF WHAT IS MEANT BY THE PLOT OF A NOVEL BY SELECTING THE CORRECT STATEMENTS CONCERNING PLOT FROM GIVEN STATEMENTS. %2 0091

ALL THE FOLLOWING STATEMENTS CONCERNING PLOT ARE TRUE EXCEPT ONE. CHOOSE THE ONE WHICH IS \*NOT\* TRUE.

- |  |         |
|--|---------|
| A. IT IS PLANNED SO THAT EVENTS AT THE BEGINNING PREPARE FOR FUTURE EVENTS IN THE STORY. | 0547    |
| *B. IT CONSISTS OF A SERIES OF EVENTS ARRANGED IN CHRONOLOGICAL ORDER.                   | 3100547 |
| C. IT REFERS TO THE PLAN OR DESIGN OF THE STORY.   | 0547    |
| D. IT PRESENTS EVENTS WHICH ARE BELIEVABLE FOR THE PARTICULAR STORY.                     | 3100547 |

THREE OF THE WORDS BELOW COULD BE USED IN PLACE OF THE WORD PLOT. CHOOSE THE ONE WHICH COULD \*NOT\* BE USED.

- |              |         |
|--------------|---------|
| A. STRUCTURE | 3100548 |
| B. SKELETON  | 3100548 |
| *C. DETAIL   | 3100548 |
| D. PATTERN   | 3100548 |

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THE STUDENT WILL SHOW HIS UNDERSTANDING OF THE CHARACTERISTIC ELEMENTS OF FIRST THE THIRD PERSON NARRATIVES BY CORRECTLY IDENTIFYING PASSAGES WHICH ARE FIRST OR THIRD PERSON NARRATIVES IN CHARACTER. %6 0344

#### DIRECTIONS

BELOW ARE FOUR PASSAGES, TWO OF WHICH ARE NARRATIVE IN CHARACTER. IN ORDER TO ANSWER THE QUESTIONS THAT FOLLOW THE PASSAGES, YOU MUST FIRST IDENTIFY THE NARRATIVE PASSAGES AND SECONDLY DECIDE WHICH OF THE NARRATIVE PASSAGES IS A FIRST PERSON NARRATIVE AND WHICH IS A THIRD PERSON NARRATIVE. 293

A. I DROPPED MY EYES, THEN, TO THE FOOT OF THE WALL--AND I LEAPED INTO THE AIR. THERE BEFORE ME, FACING THE LITTLE PRINCE, WAS ONE OF THOSE YELLOW SNAKES THAT TAKES JUST THIRTY SECONDS TO BRING YOUR LIFE TO AN END. EVEN AS I WAS DIGGING INTO MY POCKET TO GET OUT MY REVOLVER I MADE A RUNNING STEP BACK. BUT, AT THE NOISE I MADE, THE SNAKE LET HIMSELF FLOW EASILY ACROSS THE SAND LIKE THE DYING SPRAY OF A FOUNTAIN, AND, IN NO APPARENT HURRY, DISAPPEARED, WITH A LIGHT METALLIC SOUND, AMONG THE STONES. %\*THE LITTLE PRINCE\*, ANTOINE DE SAINT EXUPERY

B. THIS JOURNEY TOOK PLACE IN A PART OF CANADA WHICH LIES IN THE NORTHWESTERN PART OF THE GREAT SPRAWLING PROVIDENCE OF ONTARIO. IT IS A VAST AREA OF DEEPLY WOODED WILDERNESS--OF ENDLESS CHAINS OF LONELY LAKES AND RUSHING RIVERS. THOUSANDS OF MILES OF COUNTRY ROADS, ROUGH TIMBER LANES, OVERGROWN TRACKS LEADING TO ABANDONED MINES, AND UNMAPPED TRAILS SNAKE ACROSS ITS

LENGTH AND BREADTH. IT IS A COUNTRY OF FAR-FLUNG, LONELY FARMS AND A FEW WIDELY SCATTERED SMALL TOWNS AND VILLAGES OF LONELY TRAPPERS SHACKS AND LOGGING CAMPS.

%ADAPTED FROM \*THE INCREDIBLE JOURNEY\* BY SHEILA BURNFORD%

C. THE ROACHBACKS, AS THE GRIZZLIES OF THE BITTERROOT RANGE ARE CALLED, ARE A CUNNING AND DESPERATE RACE. AN OLD ROACHBACK KNOWS MORE ABOUT TRAPS THAN HALF A DOZEN ORDINARY TRAPPERS. HE KNOWS MORE ABOUT PLANTS AND ROOTS THAN A WHOLE COLLEGE OF BOTANISTS. HE CAN TELL TO A CERTAINTY JUST WHEN AND WHERE TO FIND EACH KIND OF GRUB AND WORM, AND HE KNOWS BY A WHIFF WHETHER THE HUNTER ON HIS TRAIL A MILE AWAY IS WORKING WITH GUNS, POISON, DOGS, TRAPS, OR ALL OF THEM TOGETHER.

%ADAPTED FROM \*PIOGRAPHY OF A GRIZZLY\* BY ERNEST THOMPSON SETON%

D. A FEW MINUTES LATER TOM WAS WADING TOWARD THE ILLINOIS SHORE. BEFORE THE DEPTH REACHED HIS MIDDLE HE WAS HALFWAY OVER. THE CURRENT WOULD PERMIT NO MORE WADING NOW, SO HE STRUCK OUT TO SWIM THE REMAINING HUNDRED YARDS. HE SWAM UPSTREAM, BUT STILL WAS SWEEPED DOWNWARD. HOWEVER HE REACHED THE SHORE FINALLY, AND DRIFTED ALONG TILL HE FOUND A LOW PLACE AND DREW HIMSELF OUT. HE THEN STRUCK THROUGH THE WOODS, FOLLOWING THE SHORE, WITH STREAMING GARMENTS.

%ADAPTED FROM \*TOM SAWYER\* BY MARK TWAIN%

WHICH OF THE ABOVE PASSAGES IS A FIRST PERSON NARRATIVE

2987

- \*A. A
- B. B
- C. C
- D. D

WHICH OF THE ABOVE PASSAGES IS A THIRD PERSON NARRATIVE

2988

- A. A
- B. B
- C. C
- \*D. D

DIRECTIONS

294

BELOW ARE FOUR PASSAGES, TWO OF WHICH ARE NARRATIVE IN CHARACTER. IN ORDER TO ANSWER THE QUESTIONS THAT FOLLOW THE PASSAGES, YOU MUST FIRST IDENTIFY THE NARRATIVE PASSAGES AND SECONDLY DECIDE WHICH OF THE NARRATIVE PASSAGES IS A FIRST PERSON NARRATIVE AND WHICH IS A THIRD PERSON NARRATIVE.

A. AUNT CORDELIA DIDN'T REALLY HAVE TO TEACH FOR A LIVELIHOOD. THE INCOME FROM THE FARM WAS SUFFICIENT FOR HER NEEDS, AND THE MODEST SALARY SHE RECEIVED FOR EACH MONTH OF THE SCHOOL YEAR WAS NOT THE INCENTIVE WHICH BROUGHT HER BACK TO HER DESK YEAR AFTER YEAR. MY AUNT'S REASON FOR TEACHING WAS ACTUALLY THE BELIEF THAT NO ONE ELSE WOULD DO THE WORK QUITE SO WELL, WOULD UNDERSTAND THE BACKGROUNDS OF THESE CHILDREN WHOSE PARENTS SHE HAD TAUGHT WHEN SHE WAS YOUNG.

%\*UP A ROAD SLOWLY\*, IRENE HUNT%

B. THE CAT AND THE TWO DOGS STOOD IN EXPECTANT RING IN THE MIDDLE OF THE CABIN. THEY WATCHED THE OLD MAN BRUSH THE BRIM OF HIS HAT, HANG IT ON A PEG, THEN HOBBLE OVER TO A SMALL, GLEAMING WOOD STOVE AND THRUST IN ANOTHER LOG, WASHING HIS HANDS AFTERWARDS IN A BASIN FILLED FROM A DIPPER OF WATER. HE LIFTED THE LID OFF A POT SIMMERING ON THE STOVE, AND THE THREE WATCHERS

LICKED THEIR LIPS IN ANTICIPATION. AS HE TOOK DOWN FOUR GOLD-RIMMED PLATES FROM A DRESSER, A CHIPMUNK APPEARED FROM BEHIND A BLUE JUG ON THE TOP SHELF. CHATTERING EXCITEDLY, HE RAN UP THE MAN'S ARM TO HIS SHOULDER, WHERE HE SAT AND SCOLDED THE STRANGERS WITH BRIGHT JEALOUS EYES. HIS LITTLE STRIPED BODY TWITCHING WITH FURY.

%ADAPTED FROM \*THE INCREDIBLE JOURNEY\* BY SHEILA BURNFORD

C. MANY YEARS AGO A WISE GOVERNMENT SET ASIDE THE HEADWATERS OF THE YELLOWSTONE TO BE A SANCTUARY OF WILDLIFE FOREVER. IN THE LIMITS OF THIS GREAT WONDERLAND PARK THE IDEAL WAS TO BE REALIZED--NONE WERE TO HARM OR MAKE WILD CREATURES AFRAID. NO VIOLENCE WAS TO BE OFFERED TO ANY BIRD OR BEAST, NO AX WAS TO BE CARRIED INTO ITS PRIMITIVE FORESTS, AND THE STREAMS WERE TO FLOW ON FOREVER UNPOLLUTED BY MILL OR MINE. ALL THINGS WERE TO BEAR WITNESS THAT SUCH AS THIS WAS THE WEST BEFORE THE WHITE MAN CAME. %\*BIOGRAPHY OF A GRIZZLY\*, ERNEST THOMPSON SETON

D. AT TWELVE I COULD SKATE ALL DAY, PLAY HOCKEY FOR HOURS, AND CUT SIMPLE FIGURES ON THE ICE. I HAD THOUGHT RASCAL TO BE A LIVING COONSKIN HAT. HE WOULD TAKE A FIRM GRIP ON MY RUCK OF CURLY HAIR, BRACE HIS STRONG HIND PAWS ON THE COLLAR OF MY MACKINAW, AND ENJOY THE WILDEST RIDES HE HAD EVER EXPERIENCED AS WE GLIDED FORWARD AND BACKWARD OVER CULTON'S ICE POND.

SLAMMY STILLMAN, WHO HAD WEAK ANKLES AS WELL AS A WEAK BRAIN, CAME TO CULTON'S POND ONE DAY, CLAMPED ON HIS SKATES AND CAME WOBBLING INTO THE GAY THROG. RASCAL AND I SAW A CHANCE FOR WELL-DESERVED REVENGE. WITHOUT SO MUCH AS TOUCHING THE TOWN BULLY WE RUSHED HIM AND TURNED ON A DIME, THROWING SHAVED ICE IN HIS UNHANDSOME FACE.

HE WENT DOWN SCREAMING, MAD COONO MAD COONO I'LL TEACH YOU A LESSON.

BUT THE JEERING LAUGHTER OF FIFTY BOYS AND GIRLS MUST STILL BE RINGING IN HIS EARS. HE NEVER GAVE EITHER OF US ANOTHER MOMENT OF TROUBLE.

%ADAPTED FROM \*RASCAL\* BY STERLING NORTH

WHICH OF THE ABOVE PASSAGES IS A FIRST PERSON NARRATIVE

2989

- A. A
- B. B
- C. C
- \*D. D

WHICH OF THE ABOVE PASSAGES IS A THIRD PERSON NARRATIVE

2990

- A. A
- \*B. B
- C. C
- D. D

DIRECTIONS

295

BELOW ARE FOUR PASSAGES, TWO OF WHICH ARE NARRATIVE IN CHARACTER. IN ORDER TO ANSWER THE QUESTIONS THAT FOLLOW THE PASSAGES, YOU MUST FIRST IDENTIFY THE NARRATIVE PASSAGES AND SECONDLY DECIDE WHICH OF THE NARRATIVE PASSAGES IS A FIRST PERSON NARRATIVE AND WHICH IS A THIRD PERSON NARRATIVE.

A. GROWN-UPS LOVE FIGURES. WHEN YOU TELL THEM THAT YOU HAVE MADE A NEW FRIEND, THEY NEVER ASK YOU ANY QUESTIONS ABOUT ESSENTIAL MATTERS. THEY NEVER SAY TO YOU, WHAT DOES HIS VOICE SOUND LIKE? WHAT GAMES DOES HE LOVE? BEST? DOES HE COLLECT BUTTERFLIES? INSTEAD THEY DEMAND--HOW OLD IS HE? HOW MANY

BROTHERS HAS HEED HOW MUCH DOES HE WEIGH HOW MUCH MONEY DOES HIS FATHER MAKE ONLY FROM THESE FIGURES DO THEY THINK THEY HAVE LEARNED ANYTHING ABOUT HIM.

THEY ARE LIKE THAT. ONE MUST NOT HOLD IT AGAINST THEM. CHILDREN SHOULD ALWAYS SHOW GREAT FORBEARANCE TOWARD GROWN-UP PEOPLE.

BUT CERTAINLY, FOR US WHO UNDERSTAND LIFE, FIGURES ARE A MATTER OF INDIFFERENCE.

%ADAPTED FROM \*THE LITTLE PRINCE\* BY ANTOINE DI SAINT EXUPERY%

B. ONE PROBLEM THAT PUZZLED ME WAS THEOLOGICAL. I ASKED MYSELF HOW GOD COULD BE ALL-KNOWING, ALL-POWERFUL, AND ALL-MERCIFUL AND STILL ALLOW SO MUCH SUFFERING IN THE WORLD. IN PARTICULAR, HOW COULD HE HAVE TAKEN AWAY MY GIFTED AND GENTLE MOTHER WHEN SHE WAS ONLY FORTY-SEVEN YEARS OLD.

IT SEEMED TO ME UNFAIR THAT SHE COULD NOT HAVE LIVED TO SEE THE PETS I WAS RAISING--RASCAL ESPECIALLY. I COULD IMAGINE HER PLEASURE BOTH AS A BIOLOGIST AND AS A MOTHER. SHE WOULD HAVE BEEN INTERESTED IN STUDYING MORE CLOSELY THE HABITS OF ALL THESE ANIMALS, AND WOULD HAVE HELPED ME SOLVE SOME OF THE DIFFICULT PROBLEMS THEY PRESENTED.

%%RASCAL% BY STERLING NORTH%

C. THE GROWN-UP PEOPLE WALKED UP AND DOWN AND ACROSS THE STREETS. THEY IGNORED THE THREE CHILDREN ENTIRELY, SEEMING TO BE COMPLETELY INTENT ON THEIR OWN BUSINESS. SOME OF THEM WENT INTO THE APARTMENT BUILDINGS. MOST OF THEM WERE HEADING IN THE SAME DIRECTION AS THE CHILDREN. AS THESE PEOPLE CAME TO THE MAIN STREET FROM THE SIDE STREETS THEY SWUNG AROUND THE CORNER WITH AN ODD, AUTOMATIC STRIDE, AS THOUGH THEY WERE SO DEEP IN THEIR OWN PROBLEMS AND THE ROUTE WAS SO FAMILIAR THAT THEY DIDN'T HAVE TO PAY ANY ATTENTION TO WHERE THEY WERE GOING.

%ADAPTED FROM \*A WRINKLE IN TIME\* BY MADEIRA L. ENGLE%

D. I DON'T SAY ANYTHING ABOUT CAT. I JUST DIVE IN THE BACK SEAT AND PUT HIM BEHIND A SUITCASE AND HOPE HE'LL BEHAVE. POP DOESN'T SEEM TO NOTICE HIM.

IT'S MIGHTY HOT, AND TRAFFIC THICK, WITH EVERYONE POURING OUT OF THE CITY. BUT AT LEAST WE'RE MOVING ALONG, UNTIL WE GET OUT ON THE HUTCHINSON RIVER PARKWAY WHERE SOME DOPE HAS TO RUN OUT OF GAS.

ALL THREE LANES OF TRAFFIC ARE STOPPED. WE SIT IN THE SUN. POP LOOKS AROUND, HUNTING FOR SOMETHING TO GET SORE ABOUT, AND SEES THE BACK WINDOWS ARE CLOSED. HE ROARS, CRYING OUT LOUD, CAN'T WE GET SOME AIR, AT LEAST OPEN THOSE WINDOWS.

I OPEN THEM AND TRY TO KEEP MY HAND OVER CAT. WE SIT FOR ABOUT TEN MINUTES, AND POP TURNS OFF THE MOTOR. YOU CAN PRACTICALLY HEAR US SWEATING IN THE SILENCE. ENGINES TURN ON AHEAD OF US, AND THERE SEEMS TO BE SOME SIGN OF HOPE. I STICK MY HEAD OUT THE WINDOW TO SEE IF THINGS ARE MOVING. SOMETHING FURRY TICKLES MY EAR, AND IT TAKES ME A SECOND TO REGISTER. THEN I GRAB, BUT TOO LATE. THERE IS CAT, OUT ON THE PARKWAY BETWEEN TWO LANES OF CARS, TRYING TO FIGURE WHICH WAY TO RUN.

WHICH OF THE ABOVE PASSAGES IS A FIRST PERSON NARRATIVE?

- A. A
- B. B
- C. C
- D. D

2991



WHICH OF THE ABOVE PASSAGES IS A THIRD PERSON NARRATIVE?

2992

- A. A
- B. B
- \*C. C
- D. D

\*\*\*\*\*

THE STUDENT WILL APPLY HIS UNDERSTANDING OF THE POSSIBLE PURPOSES FOR AND EFFECTS OF A THIRD PERSON NARRATIVE BY ANALYZING THIRD PERSON NARRATIVE PASSAGES TO DETERMINE WHAT PURPOSES AND EFFECTS THEY ILLUSTRATE. %2□

0345

DIRECTIONS

296

BELOW ARE FOUR PASSAGES. THE QUESTIONS FOLLOWING THE PASSAGES ASK YOU TO DECIDE WHICH PASSAGE BEST ILLUSTRATES THE THIRD PERSON NARRATOR'S OMNISCIENCE WITH RESPECT TO THOUGHTS, EMOTIONS, AND MOTIVATIONS AND WHICH PASSAGE BEST ILLUSTRATES THE THIRD PERSON NARRATOR'S OMNISCIENCE WITH RESPECT TO EVENTS.

A. A SOUND LIKE THUNDER CRASHED.

BAMBI FELT A FEARFUL BLOW THAT MADE HIM STAGGER.

MAD WITH TERROR, HE SPRANG BACK INTO THE THICKET AND KEPT RUNNING. HE DID NOT UNDERSTAND WHAT HAD HAPPENED. HE COULD NOT GRASP A SINGLE IDEA. HE COULD ONLY KEEP RUNNING ON AND ON. FEAR GRIPPED HIS HEART SO THAT HIS BREATH FAILED AS HE RUSHED BLINDLY ON. THEN A KILLING PAIN SHOT THROUGH HIM, SO THAT HE FELT HE COULD NOT BEAR IT. HE LEFT SOMETHING HOT RUNNING OVER HIS LEFT SHOULDER. IT WAS LIKE A THIN, BURNING THREAD COMING FROM WHERE THE PAIN SHOT THROUGH HIM. %\*BAMBI\*, FELIX SALTEN□

B. A FEW MINUTES LATER TOM WAS WADING TOWARD THE ILLINOIS SHORE. BEFORE THE DEPTH REACHED HIS MIDDLE HE WAS HALFWAY OVER. THE CURRENT WOULD PERMIT NO MORE WADING NOW, SO HE STRUCK OUT TO SWIM THE REMAINING HUNDRED YARDS. HE SWAM UPSTREAM, BUT STILL WAS SWEEPED DOWNWARD. HOWEVER HE REACHED THE SHORE FINALLY, AND DRIFTED ALONG TILL HE FOUND A LOW PLACE AND DREW HIMSELF OUT. HE THEN STRUCK THROUGH THE WOODS, FOLLOWING THE SHORE, WITH STREAMING GARMENTS.

%ADAPTED FROM \*TOM SAYTER\* BY MARK TWAIN□

C. IT WAS A DARK AND STORMY NIGHT.

IN HER ATTIC BEDROOM, MARGARET MURRY, WRAPPED IN AN OLD PATCHWORK QUILT, SAT ON THE FOOT OF HER BED AND WATCHED THE TREES TOSSING IN THE FRENZIED LASHING OF THE WIND. BEHIND THE TREES CLOUDS SCUDDED FRANTICALLY ACROSS THE SKY. EVERY FEW MOMENTS THE MOON RIPPED THROUGH THEM, CREATING WRAITHLIKE SHADOWS THAT RACED ALONG THE GROUND.

THE HOUSE SHOOK.

WRAPPED IN HER QUILT MEG SHOOK.

THE WINDOW RATTLED MADLY IN THE WIND, AND SHE PULLED THE QUILT CLOSE ABOUT HER. CURLED UP ON ONE OF HER PILLOWS A GRAY FLUFF OF KITTEN YAWNED, SHOWING ITS PINK TONGUE, TUCKED ITS HEAD UNDER AGAIN, AND WENT BACK TO SLEEP.

EVERYBODY WAS SLEEPING. EVERYBODY EXCEPT MEG.

%ADAPTED FROM \*A WRINKLE IN TIME\* BY MADELEINE L. ENGLE□

D. IN FRONT OF ONE OF THE HOUSES STOOD A LITTLE BOY WITH A BALL AND HE WAS BOUNCING IT. BUT HE BOUNCED IT RATHER BADLY AND WITH NO PARTICULAR RHYTHM, SOMETIMES DROPPING IT AND RUNNING AFTER IT.

WITH AWKWARD, FURTIVE LEAPS, SOMETIMES THROWING IT UP INTO THE AIR AND TRYING TO CATCH IT. THE DOOR OF HIS HOUSE OPENED AND OUT RAN ONE OF THE MOTHER FIGURES. SHE LOOKED WILDLY UP AND DOWN THE STREET, SAW THE CHILDREN AND PUT HER HAND TO HER MOUTH AS THOUGH TO STIFLE A SCREAM, GRABBED THE LITTLE BOY AND RUSHED INDOORS WITH HIM. THE BALL DROPPED FROM HIS FINGERS AND ROLLED OUT INTO THE STREET.

%\*A WRINKLE IN TIME\*, MADELEINE L. ENGLE

WHICH OF THE ABOVE PASSAGES \*BEST\* ILLUSTRATES THE THIRD PERSON NARRATOR'S OMNISCIENCE WITH RESPECT TO THOUGHTS, EMOTIONS, AND MOTIVATIONS?

2993

- \*A. A
- B. B
- C. C
- D. D

WHICH OF THE ABOVE PASSAGES \*BEST\* ILLUSTRATES THE THIRD PERSON NARRATOR'S OMNISCIENCE WITH RESPECT TO EVENTS?

2994

- A. A
- B. B
- \*C. C
- D. D

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THE STUDENT WILL APPLY HIS KNOWLEDGE OF THE POSSIBLE PURPOSES FOR AND EFFECTS OF A FIRST PERSON NARRATIVE BY ANALYZING FIRST PERSON NARRATIVE PASSAGES TO DETERMINE THEIR PURPOSES AND EFFECTS. %4n

0346

#### DIRECTIONS

297

BELOW ARE FOUR PASSAGES. THE QUESTIONS FOLLOWING THE PASSAGES ASK YOU TO DETERMINE WHICH PASSAGES BEST ILLUSTRATE CERTAIN PURPOSES FOR AND EFFECTS OF A FIRST PERSON NARRATIVE.

A. FAR AWAY ON THE PATH WE SAW SIR HENRY LOOKING BACK, HIS FACE WHITE IN THE MOONLIGHT, HIS HANDS RAISED IN HORROR, GLARING HELPLESSLY AT THE FRIGHTFUL THING WHICH WAS HUNTING HIM DOWN.

IN FRONT OF US AS WE FLEW UP THE PATH WE HEARD SCREAM AFTER SCREAM FROM SIR HENRY AND THE DEEP ROAR OF THE HOUND. I ARRIVED IN TIME TO SEE THE BEAST SPRING UPON ITS VICTIM, HURL HIM TO THE GROUND, AND ATTACK HIS THROAT. BUT THE NEXT INSTANT HOLMES HAD EMPTIED FIVE BARRELS OF HIS REVOLVER INTO THE CREATURE'S FLANK. WITH A LAST HOWL OF AGONY AND A VICIOUS SNAP IN THE AIR, IT ROLLED UPON ITS BACK, FOUR FEET PAWING FURIOUSLY, AND THEN FELL LIMP UPON ITS SIDE. THE HOUND WAS DEAD.

%ADAPTED FROM \*THE HOUND OF THE BASKERVILLES\* BY SIR ARTHUR CONAN DOYLE\*

B. I GAZED UPON THE SCHOOLROOM INTO WHICH HE TOOK ME AS THE MOST FORLORN AND DESOLATE PLACE I HAD EVER SEEN. I SEE IT NOW. A LONG ROOM, WITH THREE LONG ROWS OF DESKS, AND SIX OF FORMS, AND BRISTLING ALL ROUND WITH PEGS FOR HATS AND SLATES. SCRAPS OF OLD COPY-BOOKS AND EXERCISES LITTER THE DIRTY FLOOR. SOME SILK-WORMS HOUSES, MADE OF THE SAME MATERIALS, ARE SCATTERED OVER THE DESKS. TWO MISERABLE LITTLE WHITE MICE, LEFT BEHIND BY THEIR OWNER, ARE RUNNING UP AND DOWN IN A FUSTY CASTLE MADE OF PASTEBOARD AND WIRE, LOOKING IN ALL THE CORNERS WITH THEIR RED EYES FOR ANYTHING TO EAT. A BIRD, IN A CAGE VERY LITTLE BIGGER THAN MYSELF, MAKES A MOURNFUL RATTLE NOW AND THEN IN HOPPING ON HIS



PERCH, TWO INCHES HIGH, OR DROPPING FROM IT, BUT NEITHER SINGS NOR CHIRPS. THERE IS A STRANGE UNWHOLESOME SMELL UPON THE ROOM LIKE MILDEWED CORDUROYS, SWEET APPLES WANTING AIR, AND ROTTEN BOOKS. THERE COULD NOT WELL BE MORE INK SPLASHED ABOUT IT, IF IT HAD BEEN ROOFLESS FROM ITS FIRST CONSTRUCTION, AND THE SKIES HAD RAINED, SNOWED, HAILED, AND BLOWN INK THROUGH THE VARYING SEASONS OF THE YEAR. %\*DAVID COPPERFIELD\*, CHARLES DICKENS

C. ON CAME THE CRASHING, ROLLING NOISE. NEARER AND NEARER IT APPROACHED. NOW FLASHES OF LIGHT, FORERUNNERS OF THE REVOLVING PILLAR OF FLAME, WERE PASSING LIKE ARROWS THROUGH THE ROSY AIR, AND NOW THE EDGE OF THE PILLAR ITSELF APPEARED. AYESHA TURNED TOWARDS IT, AND STRETCHED OUT HER ARMS TO GREET IT. ON IT ROLLED VERY SLOWLY AND LAPPED HER ROUND WITH FIRE.

OH, HOW BEAUTIFUL SHE LOOKED THERE IN THE FLAME. BUT SUDDENLY AN INDESCRIBABLE CHANGE CAME OVER HER COUNTENANCE. HER FACE--BY HEAVEN,--HER FACE WAS GROWING OLD BEFORE MY EYES

AYESHA WAS SHRIVELLING UP. SMALLER SHE GREW, AND SMALLER YET, TILL SHE WAS NO LARGER THAN A MONKEY. HER SKIN HAD PUCKERED INTO A MILLION WRINKLES, AND ON HER SHAPELESS FACE WAS THE STAMP OF UNUTTERABLE AGE.

%ADAPTED FROM \*SHE\* BY H. RIDER HAGGARD

D. I MADE JELLY SANDWICHES FOR THE TWO OF US, AND WE CLIMBED THE CLEATS I HAD NAILED TO THE OAK TREE, TAKING WITH US OUR PICNIC LUNCH AND A COPY OF \*WESTWARD HO\*.

WE ATE AND THEN, WHILE I READ, RASCAL INDULGED IN A FAVORITE PASTIME OF RACCOONS, SUNBATHING ON A LOFTY LIMB. HE LAY FLAT ON HIS FAT LITTLE BELLY ON A BRANCH HE COULD COMFORTABLY EMBRACE, LETTING ALL FOUR LEGS DANGLE OVER THE SIDES IN EASY BALANCE. HIS MUZZLE POINTED UPSTREAM ON THE BOUGH, AND HIS HANDSOME RINGED TAIL LAY STRAIGHT BEHIND HIM. AND THERE HE DOZED FOR HOURS, ABSORBING THE HEALING SUNSHINE OF SEPTEMBER AS THOUGH HE WERE STORING UP WARMTH FOR THE LONG, COLD SEASON AHEAD.

%\*RASCAL\*, STERLING NORTH

ONE POSSIBLE PURPOSE FOR AND EFFECT OF A FIRST PERSON NARRATIVE IS INCREASED PLAUSIBILITY. BECAUSE THE NARRATOR APPEARS TO BE RELATING EVENTS OF WHICH HE HAS FIRST-HAND KNOWLEDGE, THE READER FEELS HE IS READING ABOUT ACTUAL EVENTS. WHICH OF THE ABOVE PASSAGES \*BEST\* ILLUSTRATES THE INCREASED PLAUSIBILITY THAT IS A PURPOSE FOR AND EFFECT OF A FIRST PERSON NARRATIVE?

2995

- A. A
- B. B
- \*C. C
- D. D

ONE POSSIBLE PURPOSE FOR AND EFFECT OF FIRST PERSON NARRATIVE IS AN INCREASED SENSE OF IMMEDIACY. AS THE NARRATOR RELATES EVENTS IN WHICH HE SUPPOSEDLY PARTICIPATED, THE READER RELIVES THOSE EVENTS WITH THE NARRATOR. WHICH OF THE ABOVE PASSAGES \*BEST\* ILLUSTRATES THE INCREASED SENSE OF IMMEDIACY THAT IS A PURPOSE FOR AND EFFECT OF A FIRST PERSON NARRATIVE?

2996

- A. A
- \*B. B
- C. C
- D. D

#### DIRECTIONS

BELOW ARE FOUR PASSAGES. THE QUESTIONS FOLLOWING THE PASSAGES ASK YOU TO DETERMINE WHICH PASSAGES BEST ILLUSTRATE CERTAIN

298

PURPOSES FOR AND EFFECTS OF A FIRST PERSON NARRATIVE.

A. TWICE I HAVE WITH MY OWN EARS HEARD THE SOUND WHICH RESEMBLED THE DISTANT BAYING OF A HOUND. SUPPOSE THAT THERE WERE REALLY SOME HUGE HOUND LOOSE UPON THE MOOR. THAT WOULD GO FAR TO EXPLAIN EVERYTHING. BUT WHERE COULD SUCH A HOUND BE CONCEALED, WHERE DID IT GET ITS FOOD, WHERE DID IT COME FROM, HOW WAS IT THAT NO ONE SAW IT BY DAY?

%ADAPTED FROM \*THE HOUND OF THE BASKERVILLES\* BY SIR ARTHUR CONAN DOYLE%

B. ONE HOT MORNING I WENT TO PICK UP THE MILK OUTSIDE OUR DOOR, AND CAT WAS SLEEPING THERE ON THE MAT. HE DIDN'T EVEN LOOK UP AT ME. AFTER I SCRATCHED HIS FARS AND TALKED TO HIM SOME, HE GOT UP AND HOBBOLED INTO THE HOUSE.

I PUT HIM UP ON MY BED, UNDER THE LIGHT, FOR INSPECTION. ONE FRONT CLAW WAS TORN OFF, WHICH IS WHY HE WAS LIMPING, HIS LEFT EAR WAS RIPPED, AND THERE WAS QUITE A BIT OF FUR MISSING HERE AND THERE. HE CURLED UP ON MY BED AND DIDN'T MOVE ALL DAY.

I CAME AND LOOKED AT HIM EVERY FEW HOURS AND WONDERED IF I OUGHT TO TAKE HIM TO A VET. BUT HE SEEMED TO BE BREATHING ALL RIGHT, SO I WENT AWAY AND THOUGHT ABOUT IT SOME MORE. COME NIGHT, I PUSHED HIM GENTLY TO ONE SIDE, WONDERING WHAT I BETTER DO IN THE MORNING.

WELL, IN THE MORNING CAT WAKES UP, STRETCHES, YAWNS, AND DROPS EASILY DOWN OFF THE BED AND WALKS AWAY. HE STILL LIMPS A LITTLE, BUT OTHERWISE HE ACTS LIKE NOTHING HAD HAPPENED. HE JUST WANTS TO KNOW WHAT'S FOR BREAKFAST.

%\*IT'S LIKE THIS, CAT\*, EMILY NEVILLE%

C. DURING THE AFTERNOON I BEGAN OILING MY MUSKRAT TRAPS FOR THE SEASON AHEAD. RASCAL WAS ALWAYS INTERESTED IN WHATEVER I WAS DOING. BUT WHEN HE CAME TO SNIFF AND FEEL THE TRAPS, A TERRIBLE THOUGHT SLOWED MY FINGERS. PUTTING MY TRAPS ASIDE I OPENED ONE OF THE CATALOGUES SENT TO TRAPPERS BY THE ST. LOUIS FUR BUYERS. THERE, IN FULL COLOR, ON THE VERY FIRST PAGE WAS A HANDSOME RACCOON, HIS PAW CAUGHT IN A POWERFUL TRAP.

HOW COULD ANYONE MUTILATE THE SENSITIVE, QUESTING HANDS OF AN ANIMAL LIKE RASCAL? I PICKED UP MY RACCOON AND HUGGED HIM IN A PASSION OF REMORSE.

I BURNED MY FUR CATALOGUES IN THE FURNACE AND HUNG MY TRAPS IN THE LOFT OF THE BARN, NEVER TO USE THEM AGAIN. MEN HAD STOPPED KILLING OTHER MEN IN FRANCE THAT DAY, AND ON THAT DAY I SIGNED A PERMANENT PEACE TREATY WITH THE ANIMALS AND THE BIRDS. IT IS PERHAPS THE ONLY PEACE TREATY THAT WAS EVER KEPT.

%\*RASCAL\*, STERLING NORTH%

D. I CREEPT ALONG THE CORRAL FENCE, KEEPING TIGHT TO IT, UNTIL I REACHED THE ROAD. AS SOON AS I WAS AROUND THE CORNER OF THE CORRAL WITH IT AND THE BARN BETWEEN ME AND THE PASTURE, I STARTED TO RUN AS RAPIDLY AS I COULD TOWARD TOWN, MY FEET PLUMPING SOFTLY IN THE THICK DUST OF THE ROAD.

I COULD NOT LET SHANE SEE ME. I KEPT LOOKING BACK OVER MY SHOULDER AS I RAN. WHEN I SAW HIM SWINGING INTO THE ROAD, I WAS WELL PAST JOHNSON'S, ALMOST PAST SHIPSTEAD'S, STRIKING INTO THE LAST OPEN STRETCH TO THE EDGE OF TOWN. I SCURRIED TO THE SIDE OF THE ROAD AND BEHIND A CLUMP OF RULLBERRY BUSHES. PANTING TO GET MY BREATH, I CROUCHED THERE AND WAITED FOR HIM TO PASS.

%ADAPTED FROM \*SHANE\* BY JACK SCHAEFER%

IS AN INCREASED SENSE OF INVOLVEMENT, TO THE EXTENT THAT THE NARRATOR IS A POSITIVE CHARACTER AND A RELIABLE NARRATOR, THE READER IDENTIFIES WITH THE NARRATOR AND ADOPTS THE NARRATOR'S VIEW OF SCENES, CHARACTERS, AND EVENTS. WHICH OF THE ABOVE PASSAGES \*BEST\* ILLUSTRATES THIS INCREASED SENSE OF INVOLVEMENT?

- A. A
- B. B
- \*C. C
- D. D

ONE POSSIBLE PURPOSE FOR AND EFFECT OF A FIRST PERSON NARRATIVE IS INCREASED SUSPENSE. THE READER MAKES DISCOVERIES ONLY AS THE NARRATOR MAKES THEM AND MUST THEREFORE SHARE THE NARRATOR'S IGNORANCE OR UNCERTAINTY. WHICH OF THE ABOVE PASSAGES \*BEST\* ILLUSTRATES THIS INCREASED SUSPENSE?

- A. A
- B. B
- C. C
- D. D

2998

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THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE PURPOSES FOR AND EFFECTS OF A FIRST PERSON NARRATIVE BY CORRECTLY IDENTIFYING THOSE PURPOSES AND EFFECTS. #1#

0347

DIRECTIONS

299

SELECT THE BEST ANSWER FOR THE FOLLOWING QUESTION.

WHICH OF THE FOLLOWING IS \*NEVER\* A PURPOSE FOR AND EFFECT OF A FIRST PERSON NARRATIVE?

2999

- A. INCREASED PLAUSIBILITY--BECAUSE THE NARRATOR APPEARS TO BE RELATING ACTIONS OF WHICH HE HAS FIRST-HAND KNOWLEDGE, THE READER FEELS HE IS READING ABOUT ACTUAL EVENTS.
- B. INCREASED SENSE OF IMMEDIACY--AS THE NARRATOR RELATES ACTIONS IN WHICH HE SUPPOSEDLY PARTICIPATED, THE READER RELIVES THOSE HAPPENINGS WITH THE NARRATOR.
- C. INCREASED SENSE OF INVOLVEMENT--TO THE EXTENT THAT THE NARRATOR IS A POSITIVE CHARACTER AND A RELIABLE NARRATOR, THE READER IDENTIFIES WITH THE NARRATOR AND ADOPTS THE NARRATOR'S VIEW OF SCENES, CHARACTERS, AND ACTIONS.
- \*D. INCREASED INSIGHT INTO CHARACTER--BECAUSE THE NARRATOR DELVES INTO THE MINDS OF THE MAJOR CHARACTERS, THE READER KNOWS THE THOUGHTS, EMOTIONS, AND MOTIVATIONS OF THOSE CHARACTERS.
- D. INCREASED SUSPENSE--THE READER MAKES DISCOVERIES ONLY AS THE NARRATOR MAKES THEM AND MUST THEREFORE SHARE THE NARRATOR'S IGNORANCE AND UNCERTAINTY.

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THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE PURPOSES FOR AND EFFECTS OF A THIRD PERSON NARRATIVE BY CORRECTLY IDENTIFYING THOSE PURPOSES AND EFFECTS. #1#

0348

DIRECTIONS

300

SELECT THE BEST ANSWER FOR THE FOLLOWING QUESTION.

WHICH OF THE FOLLOWING IS \*NEVER\* A PURPOSE FOR AND EFFECT OF A

3000

THIRD PERSON NARRATIVE

- A. THE NARRATOR HAS A COMPLETE KNOWLEDGE OF EVENTS. HE CAN REPORT WHAT IS HAPPENING IN SEVERAL DIFFERENT PLACES AT A GIVEN TIME OR WHAT IS HAPPENING WHEN NO WITNESS IS PRESENT.
- B. THE NARRATOR IS FREE TO EXPLORE THE THOUGHTS, EMOTIONS, AND MOTIVATIONS OF ANY OF HIS CHARACTERS.
- C. THE NARRATOR APPEARS TO BE GIVING AN UNBIASED VIEW OF EVENTS. HE APPEARS TO LEAVE THE READER FREE TO JUDGE CHARACTERS AND ACTIONS.
- \*D. THE NARRATOR'S SUPPOSED PARTICIPATION IN THE EVENTS HE RELATES GIVES HIS NARRATION GREATER CREDIBILITY.

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THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF WHAT CONSTITUTES A FIRST PERSON NARRATIVE BY CORRECTLY IDENTIFYING THE CHARACTERISTIC ELEMENTS OF A FIRST PERSON NARRATIVE. %20 0349

DIRECTIONS 301

SELECT THE BEST ANSWERS FOR THE FOLLOWING QUESTIONS.

WHICH OF THE FOLLOWING IS \*NEVER\* CHARACTERISTIC OF A FIRST PERSON NARRATIVE? 3001

- A. A NARRATOR WHO PLAYS SOME PART IN THE ACTIONS HE RELATES.
- B. A NARRATOR WHO PLAYS \*NO\* PART IN THE ACTIONS HE RELATES.
- C. A NARRATOR WHO RELATES \*ONLY\* WHAT HE OBSERVES OR IS TOLD.
- \*D. A NARRATOR WHO IN \*NO\* WAY INJECTS HIMSELF INTO HIS NARRATIVE.

WHICH OF THE FOLLOWING IS \*NEVER\* CHARACTERISTIC OF A FIRST PERSON NARRATIVE? 3002

- A. A NARRATOR WHO USES THE PRONOUNS \*I\*, \*ME\*, \*MY\*, \*MINE\*, AND \*MYSELF\* TO REFER TO HIMSELF.
- B. A NARRATOR WHO REVEALS HIS OWN THOUGHTS AND FEELINGS.
- \*C. A NARRATOR WHOSE KNOWLEDGE OF CHARACTERS AND ACTIONS IS \*NOT\* LIMITED BY WHAT HE DOES, SEES, AND IS TOLD.
- D. A NARRATOR WHOSE KNOWLEDGE OF CHARACTERS AND ACTIONS IS LIMITED BY WHAT HE DOES, SEES, AND IS TOLD.

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THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF WHAT CONSTITUTES A THIRD PERSON NARRATIVE BY CORRECTLY IDENTIFYING THE CHARACTERISTIC ELEMENTS OF A THIRD PERSON NARRATIVE. %10 0350

DIRECTIONS 302

SELECT THE BEST ANSWERS FOR THE FOLLOWING QUESTION.

WHICH OF THE FOLLOWING IS \*NEVER\* CHARACTERISTIC OF A THIRD PERSON NARRATIVE? 3003

- A. A NARRATOR WHO IS OMNISCIENT.
- \*B. A NARRATOR WHO IS A CHARACTER IN THE STORY HE RELATES.
- C. A NARRATOR WHO IS OBJECTIVE.
- D. A NARRATOR WHOSE IDENTITY IS NOT REVEALED.

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THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF WHAT CONSTITUTES A NARRATIVE BY CORRECTLY IDENTIFYING THE CHARACTERISTIC ELEMENTS OF 0351

A NARRATIVE. %A NARRATIVE IS DEFINED AS A RELATING OF ACTIONS PERFORMED THROUGH TIME BY AN AGENT OR AGENTS. A NARRATIVE FOCUSES ON EXTERNAL RATHER THAN INTERNAL ACTIONS. □ %2□

DIRECTIONS

303

SELECT THE BEST ANSWER FOR THE FOLLOWING QUESTIONS.

WHETHER OR NOT SOMETHING IS A NARRATIVE DEPENDS UPON ITS

3004

- A. FORM.
- \*B. CONTENT.
- C. LENGTH.
- D. POINT OF VIEW.

WHICH OF THE FOLLOWING STATEMENTS IS TRUE?

305

- A. A NARRATIVE RELATES \*ONLY\* PHYSICAL ACTIONS.
- B. A NARRATIVE RELATES \*ONLY\* MENTAL ACTIONS.
- \*C. A NARRATIVE RELATES PHYSICAL AND MENTAL ACTIONS BUT USUALLY FOCUSES ON PHYSICAL ACTIONS.
- D. A NARRATIVE RELATES PHYSICAL AND MENTAL ACTIONS BUT USUALLY FOCUSES ON MENTAL ACTIONS.

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THE STUDENT WILL SHOW HIS UNDERSTANDING OF WHAT CONSTITUTES A NARRATIVE BY CORRECTLY INDICATING WHICH OF SEVERAL PROSE PASSAGES IS PREDOMINANTLY NARRATIVE IN CHARACTER. %3□

DIRECTIONS

304

SELECT THE PASSAGE THAT BEST ILLUSTRATES THE QUESTION.

WHICH OF THE FOLLOWING PASSAGES IS PREDOMINANTLY NARRATIVE IN CHARACTER?

3006

- \*A. CIMBER CAUGHT HOLD OF CAESAR'S TOGA AND PULLED IT ROUGHLY BACK, LEAVING THE DICTATOR'S NECK AND CHEST EXPOSED.

IT WAS THE SIGNAL FOR MURDER. CASCA STRUCK WITH HIS DAGGER BUT MANAGED TO INFLECT ONLY A SLIGHT WOUND. CAESAR FOUGHT BACK. THE OTHERS ATTACKED HIM. FOR A FEW MOMENTS CAESAR STRUGGLED WITH HIS ASSAILANTS, BUT WHEN HE SAW THAT BRUTUS TOO WAS COMING TOWARD HIM WITH DAGGER IN HAND HE STOPPED FIGHTING. AS BRUTUS STABBED HIM, CAESAR COVERED HIS FACE WITH HIS TOGA AND, STAGGERING TO THE FOOT OF A STATUE OF POMPEY, FELL AND DIED.

- B. MOST ROMANS COULD NOT AFFORD SLAVES. SHOPKEEPERS, CRAFTSMEN, AND SMALL MERCHANTS MIGHT HAVE A SLAVE OR TWO, BUT THE MAJORITY OF THE POPULATION WAS ALMOST AS WRETCHED AS THE SLAVES THEMSELVES. THEY LIVED CROWDED INTO RICKETY TENEMENTS THAT LINED THE NARROW STREETS. THEIR MEALS WERE NO BANQUETS. FOR THE MOST PART THEY ATE BREAD AND OLIVES AND A KIND OF PORRIDGE MADE OF WHEAT WITH PERHAPS A FEW VEGETABLES MIXED IN. MEAT WAS ONLY AVAILABLE ON SPECIAL DAYS OR WHEN A POLITICIAN, LOOKING FOR VOTES, GAVE A PUBLIC FEAST.

BUT IF THE POOR COULD NOT SHARE THE LUXURIES OF THE WEALTHY, THEY COULD ALWAYS LOOK FORWARD TO THE GAMES, WHICH WERE HELD AT THE STATE'S EXPENSE ON CERTAIN HOLIDAYS.

- C. CHARIOT-RACING WAS AN EXCITING AND DANGEROUS SPORT BUT THERE WAS ANOTHER SPORT THAT THE ROMAN MOB LOVED BETTER--THE GLADIATORIAL GAMES. THE GLADIATORS WERE USUALLY SLAVES OR CONDEMNED CRIMINALS WHO WERE TRAINED IN THE USE OF WEAPONS IN

174



SPECIAL SCHOOLS. THEIR TRAINER WAS CALLED, APPROPRIATELY, THE \*LANISTA\*, WHICH WAS AN ANCIENT WORD FOR BUTCHER. IN THE ARENA, THE GLADIATORS FOUGHT SOMETIMES IN TEAMS BUT MORE OFTEN IN SINGLE COMBAT. EACH WAS ARMED IN A DIFFERENT WAY. SOME OF THEM HAD SWORDS OR DAGGERS AND SHIELDS, SOME HAD NETS AND TRIDENTS, SOME WORE ARMOR, SOME WERE UNARMED. BUT THE SAME END AWAITED ALL--DEATH ON THE SANDY FLOOR OF THE ARENA.

- D. THE MEN IN THE RANKS, THE FOOT SOLDIERS ON WHOM THE ENTIRE ARMY DEPENDS, WERE CALLED LEGIONARIES. THEIR TRAINING CONSISTED OF DAY AFTER DAY OF LONG MARCHES, WITH FULL EQUIPMENT, INSPECTIONS, AND MANUEVERS.

THE LEGIONARY'S FIGHTING EQUIPMENT HAD BEEN DEVELOPED OVER CENTURIES BY TRIAL AND ERROR. HIS WEAPONS WERE TWO EIGHT-FOOT JAVELINS, WHICH HE COULD HURL TWENTY YARDS OR MORE, AND A SHORT-BLADED SWORD FOR HAND-TO-HAND FIGHTING. HE CARRIED A HUGE RECTANGULAR SHIELD, WHICH COVERED HIM FROM CHIN TO ANKLE, AND HE WORE A TUNIC OF IRON MAIL OR A LEATHER JERKIN COVERED WITH OVERLAPPING IRON SCALES. HIS HEAD WAS PROTECTED BY A HELMET WITH A WIDE NECKPIECE AND HINGED IRON FLAPS THAT COULD BE SWUNG DOWN TO COVER THE SIDES OF HIS FACE.

WHICH ONE OF THE FOLLOWING PASSAGES IS NARRATIVE IN CHARACTER? THE MATERIAL IN THESE PASSAGES IS ADAPTED FROM FELIX SALTENS \*BAMBI\*.

- A. DO YOU SEE, BAMBI, THE OLD STAG WENT ON, DO YOU SEE HOW THAT MAN'S LYING THERE DEAD, LIKE ONE OF US? LISTEN, BAMBI. HE ISN'T ALL POWERFUL AS THEY SAY. EVERYTHING THAT LIVES AND GROWS DOESN'T COME FROM HIM. HE ISN'T ABOVE US. HE'S JUST THE SAME AS WE ARE. HE HAS THE SAME FEARS, THE SAME NEEDS, AND SUFFERS IN THE SAME WAY. HE CAN BE KILLED LIKE US, AND THEN HE LIES HELPLESS ON THE GROUND LIKE ALL THE REST OF US, AS YOU SEE HIM NOW.
- B. THE FLUTTERING BUTTERFLIES LOOKED TO BAMBI LIKE GAY FLYING FLOWERS THAT WOULD NOT STAY ON THEIR STEMS BUT HAD UNFASTENED THEMSELVES IN ORDER TO DANCE A LITTLE. THEY LOOKED, TOO, LIKE FLOWERS THAT COME TO REST AT SUNDOWN, BUT HAVE NO FIXED PLACES AND HAVE TO HUNT FOR THEM, DROPPING DOWN AND VANISHING AS IF THEY REALLY HAD SETTLED SOMEWHERE, YET ALWAYS FLYING UP AGAIN, A LITTLE WAY AT FIRST, THEN HIGHER AND HIGHER, AND ALWAYS SEARCHING FARTHER AND FARTHER BECAUSE ALL THE GOOD PLACES HAVE ALREADY BEEN TAKEN.
- \*C. WELL, SAID BAMBI'S COUSIN GORO, THE DOGS WOULD HAVE TORN ME TO PIECES BUT HE \*THE DOG'S MASTER\* CAME.

GORO PAUSED. THE OTHERS HARDLY BREATHED.

YES, SAID GORO, HE CAME. HE CALLED OFF THE DOGS AND THEY QUIETED DOWN AT ONCE. HE CALLED THEM AGAIN AND THEY CROUCHED MOTIONLESS AT HIS FEET. THEN HE PICKED ME UP. I SCREAMED BUT HE PETTED ME. HE HELD ME IN HIS ARMS. HE DIDN'T HURT ME. AND THEN HE CARRIED ME AWAY.

- D. WHY WERE THE JAYS BOTH SO ANGRY WITH EACH OTHER, MOTHER? BAMBI ASKED.

THEY WERE FIGHTING OVER FOOD, HIS MOTHER ANSWERED.

WILL WE FIGHT OVER FOOD, TOO, SOMETIMES? BAMBI ASKED.

NO, SAID HIS MOTHER.

RAMBI ASKED, WHY NOT?

BECAUSE THERE IS ENOUGH FOR ALL OF US, HIS MOTHER REPLIED.

WHICH OF THE FOLLOWING PASSAGES IS PREDOMINANTLY NARRATIVE IN CHARACTER? THE MATERIAL IN THESE PASSAGES IS ADAPTED FROM MARK TWAIN'S "TOM SAWYER".

3008

- A. TOM HAD DISCOVERED A GREAT LAW OF HUMAN ACTION, WITHOUT KNOWING IT--NAMELY, THAT IN ORDER TO MAKE A MAN OR A BOY COVET A THING, IT IS ONLY NECESSARY TO MAKE THE THING DIFFICULT TO ATTAIN. IF HE HAD BEEN A GREAT AND WISE PHILOSOPHER, LIKE THE WRITER OF THIS BOOK, HE WOULD NOW HAVE COMPREHENDED THAT WORK CONSISTS OF WHATEVER A BODY IS \*OBLIGED\* TO DO AND THAT PLAY CONSISTS OF WHATEVER A BODY IS NOT OBLIGED TO DO.
- B. HUCKLEBERRY FINN, SON OF THE TOWN DRUNKARD, WAS CORDIALLY HATED AND DREADED BY ALL THE MOTHERS OF THE TOWN, BECAUSE HE WAS IDLE AND LAWLESS AND VULGAR AND BAD--AND BECAUSE ALL THEIR CHILDREN ADMIRER HIM SO, AND DELIGHTED IN HIS FORBIDDEN SOCIETY, AND WISHED THEY DARED TO BE LIKE HIM. HUCKLEBERRY WAS ALWAYS DRESSED IN THE CASTOFF CLOTHES OF FULL-GROWN MEN, AND THEY WERE IN PERENNIAL BLOOM AND FLUTTERING WITH RAGS. HIS HAT WAS A VAST RUIN WITH A WIDE CRESCENT LOPPED OUT OF ITS BRIM. HIS COAT, WHEN HE WORE ONE, HUNG NEARLY TO HIS HEELS AND HAD THE REAR-WARD BUTTONS FAR DOWN THE BACK. BUT ONE SUSPENDER SUPPORTED HIS TROUSERS. THE SEAT OF THE TROUSERS BAGGED LOW AND CONTAINED NOTHING. THE FRINGED LEGS DRAGGED IN THE DIRT WHEN NOT ROLLED UP.
- \*C. TOM PRIED THE CAT'S MOUTH OPEN AND POURED DOWN THE PAIN-KILLER. PETER SPRANG A COUPLE OF YARDS IN THE AIR, AND THEN DELIVERED A WAR WHOOP AND SET OFF ROUND AND ROUND THE ROOM, BANGING AGAINST FURNITURE, UPSETTING FLOWERPOTS, AND MAKING GENERAL HAVOC. NEXT HE ROSE ON HIS HIND FEET AND PRANCED AROUND, IN A FRENZY OF ENJOYMENT, WITH HIS HEAD OVER HIS SHOULDER AND HIS VOICE PROCLAIMING HIS UNAPPEASABLE HAPPINESS. THEN HE WENT TEARING AROUND THE HOUSE AGAIN SPREADING CHAOS AND DESTRUCTION IN HIS PATH. AUNT POLLY ENTERED IN TIME TO SEE HIM THROW A FEW DOUBLE SOMERSETS, DELIVER A FINAL MIGHTY HURRAH, AND SAIL THROUGH THE OPEN WINDOW, CARRYING THE REST OF THE FLOWERPOTS WITH HIM.
- D. WHY, YOU TAKE YOUR CAT AND GO AND GET IN THE GRAVEYARD LONG ABOUT MIDNIGHT WHEN SOMEBODY THAT WAS WICKED HAS BEEN BURIED, AND WHEN IT'S MIDNIGHT A DEVIL WILL COME, OR MAYBE TWO OR THREE, BUT YOU CAN'T SEE EM; YOU CAN ONLY HEAR SOMETHING LIKE THE WIND, OR MAYBE HEAR EM TALK, AND WHEN THEY'RE TAKING THAT FELLER AWAY, YOU HEAVE YOUR CAT AFTER EM AND SAY, DEVIL FOLLOW CORPSE, CAT FOLLOW DEVIL, WARTS FOLLOW CAT, \*I, M\* DONE WITH YED THAT, LL FETCH \*ANY\* WART.

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THE STUDENT WILL APPLY HIS KNOWLEDGE OF WHAT CONSTITUTES PHYSICAL ACTION AND WHAT CONSTITUTES MENTAL ACTION BY CORRECTLY INDICATING THE KIND OF ACTION THAT PREDOMINATES IN SELECTED NARRATIVE PASSAGES. %2

353

#### DIRECTIONS

BELOW ARE FOUR NARRATIVE PASSAGES. THE QUESTIONS FOLLOWING THE PASSAGES ASK YOU TO DECIDE IN WHICH PASSAGE THE NARRATOR IS

305



RELATING ONLY PHYSICAL ACTIONS AND IN WHICH PASSAGE THE NARRATOR IS RELATING ONLY MENTAL ACTIONS.

A. FOR AN HOUR THE OLD MAN HAD BEEN SEEING BLACK SPOTS BEFORE HIS EYES AND THE SWEAT SALTED HIS EYES AND SALTED THE CUT OVER HIS EYE AND ON HIS FOREHEAD. HE WAS NOT AFRAID OF THE BLACK SPOTS. THEY WERE NORMAL AT THE TENSION THAT HE WAS PULLING ON THE LINE. TWICE, THOUGH, HE HAD FELT FAINT AND DIZZY AND THAT WORRIED HIM.

B. THE OLD MAN WOULD HAVE LIKED TO KEEP HIS HAND IN THE SALT WATER LONGER BUT HE WAS AFRAID OF ANOTHER SUDDEN LURCH BY THE FISH AND HE STOOD UP AND BRACED HIMSELF AND HELD HIS HAND UP AGAINST THE SUN. IT WAS ONLY A LINE BURN THAT HAD CUT HIS FLESH. BUT IT WAS IN THE WORKING PART OF HIS HAND. HE KNEW HE WOULD NEED HIS HANDS BEFORE THIS WAS OVER AND HE DID NOT LIKE TO BE CUT BEFORE IT STARTED.

C. HE IS A GREAT FISH, HE THOUGHT. I MUST NEVER LET HIM LEARN HIS STRENGTH NOR WHAT HE COULD DO IF HE MADE HIS RUN. IF I WERE HIM I WOULD PUT IN EVERYTHING NOW AND GO UNTIL SOMETHING BROKE. BUT, THANK GOD, THEY ARE NOT AS INTELLIGENT AS WE WHO KILL THEM, ALTHOUGH THEY ARE MORE NOBLE AND MORE ABLE.

D. HE PICKED THE MAST UP AND PUT IT ON HIS SHOULDER AND STARTED UP THE ROAD. HE HAD TO SIT DOWN FIVE TIMES BEFORE HE REACHED HIS SHACK.

INSIDE THE SHACK HE LEANED THE MAST AGAINST THE WALL. IN THE DARK HE FOUND A WATER BOTTLE AND TOOK A DRINK. THEN HE LAY DOWN ON THE BED. HE PULLED THE BLANKET OVER HIS SHOULDERS AND THEN OVER HIS BACK AND LEGS AND HE SLEPT FACE DOWN ON THE NEWSPAPERS WITH HIS ARMS OUT STRAIGHT AND THE PALMS OF HIS HANDS UP.

IN WHICH OF THE ABOVE PASSAGES IS THE NARRATOR RELATING \*ONLY\* PHYSICAL ACTIONS?

3007

- A. A
- B. B
- C. C
- \*D. D

IN WHICH OF THE ABOVE PASSAGES IS THE NARRATOR RELATING \*ONLY\* MENTAL ACTIONS?

3008

- A. A
- B. B
- \*C. C
- D. D

THE STUDENT WILL SHOW HIS UNDERSTANDING OF TWO CHARACTERISTICS OF DIALOGUE IN A NARRATIVE BY CORRECTLY IDENTIFYING THOSE CHARACTERISTICS. %20

0354

DIRECTIONS

306

SELECT THE BEST ANSWER FOR THE FOLLOWING QUESTIONS.

WHICH OF THE FOLLOWING STATEMENTS IS TRUE?

3009

- A. THE USE OF \*I\* IN DIALOGUE INDICATES THAT THE NARRATIVE CONTAINING THE DIALOGUE IS A FIRST PERSON NARRATIVE.
- B. THE USE OF \*I\* IN DIALOGUE INDICATES THAT THE NARRATIVE

- CONTAINING THE DIALOGUE IS A THIRD PERSON NARRATIVE.
- \*C. THE USE OF \*I\* IN DIALOGUE DOES \*NOT\* INDICATE WHETHER THE NARRATIVE CONTAINING THE DIALOGUE IS A FIRST OR THIRD PERSON NARRATIVE.

WHICH OF THE FOLLOWING STATEMENTS IS TRUE?

3010

- A. DIALOGUE IS \*ALWAYS\* NARRATIVE IN CHARACTER.  
 \*B. DIALOGUE IS \*SOMETIMES\* NARRATIVE IN CHARACTER.  
 C. DIALOGUE IS \*NEVER\* NARRATIVE IN CHARACTER.

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO ANALYZE GIVEN SELECTIONS TO DETERMINE THE \*MAJOR IDEA\* OR \*THEME\* OF A GIVEN SELECTION BY CHOOSING FROM A LIST OF PLAUSIBLE IDEAS THE THEME OF A PARTICULAR SELECTION. %30

0103

READ EACH ITEM BELOW. CHOOSE THE SENTENCE WHICH EXPRESSES THE THEME OR MAJOR IDEA OF THE SELECTION.

0089

IN THE CHARGE OF THE LIGHT BRIGADE BY ALFRED TENNYSON, THE POET IS EXPRESSING THE MAJOR IDEA

3100605

- A. THAT A FAMOUS CHARGE WAS MADE BY A BRITISH CALVARY UNIT DURING THE CRIMEAN WAR. 3100605  
 \*B. THAT SUPREME ACTS OF PATRIOTISM ARE WORTHY OF THE HONOR AND THE APPRECIATION OF A NATION. 3100605  
 C. THAT COURAGE IN THE FACE OF DEATH IS THE MARK OF A BRAVE MAN. 3100605  
 D. THAT QUESTIONABLE ORDERS SHOULD BE VETOED OR IGNORED. 3100605

IN SEA FEVER BY JOHN MASEFIELD, THE MAJOR IDEA EXPRESSED IS

3100606

- A. THAT THE SEA CAN BE LONELY LIKE A PERSON. 3100606  
 B. THAT THE REST AT THE VOYAGES END IS PEACEFUL. 3100606  
 \*C. THAT ENGLISHMEN HAVE A GREAT LOVE FOR THE SEA. 3100606  
 D. THAT LIFE ON THE SEA IS NEVER DULL OR ROUTINE. 3100606

IN A VAGABOND SONG BY BLISS CARMAN, THE MAJOR IDEA EXPRESSED IS

3100607

- \*A. THAT OCTOBER MAKES HIM WANT TO WANDER TO FIND EXCITEMENT, ADVENTURE, AND FREEDOM. 3100607  
 B. THAT THE INTENSE COLORS OF OCTOBER FILLS HIS SPIRIT WITH EMOTION. 3100607  
 C. THAT OCTOBER CAUSES HIM TO FEEL LIKE A GYPSY OR A VAGABOND. 3100607  
 D. THAT THE MOOD OF OCTOBER MAKES HIM THINK OF MUSIC AND PARADES. 3100607

\*\*\*\*\*

THE STUDENT WILL SHOW KNOWLEDGE OF THE SPECIFIC AREAS OF ACTION ENCOMPASSED IN THE HISTORICAL NOVEL BY SELECTING CONTENT AREAS CHARACTERISTIC OF THIS GENRE. %20

0255

DIRECTIONS

SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

AN HISTORICAL NOVEL DEVELOPS THE CHOSEN HISTORICAL PERIOD BY INTERPRETING THE

2220

- A. POLITICAL ACTION OF THE PERIOD.  
 B. SOCIAL ACTION OF THE PERIOD.  
 C. RELIGIOUS ACTION OF THE PERIOD.

\*D. ALL THREE OF THE ABOVE.

THE HISTORICAL NOVEL DEALS WITH

2221

A. HISTORICAL FACT.

B. IMAGINARY SITUATIONS.

\*C. A MIDDLE POSITION BETWEEN FACT AND IMAGINATION.

\*\*\*\*\*

THE STUDENT WILL APPLY UNDERSTANDING OF THE CULTURAL VALUES OF  
ANCIENT GREECE, AS REVEALED IN HERO STORIES AND MYTHS OF THE  
GODS, BY SELECTING A MODERN PERSONAGE WHO WOULD HAVE BEEN ADMIRERD  
IN THE GREEK CULTURE. %10

0290

DIRECTIONS

SELECT THE BEST ANSWER FOR THE QUESTION.

IF YOU COULD TRAVEL BACK TO ANCIENT GREECE IN A TIME MACHINE  
AND TAKE THE FOLLOWING TWENTIETH CENTURY PERSONS WITH YOU, WHICH  
ONE WOULD THE GREEKS \*NOT\* HAVE ADMIRERD

2450

\*A. DAVID DELLINGER, PACIFIST MEMBER OF THE CHICAGO SEVEN

B. GENERAL PATTON

\* C. RAQUEL WELCH, THE MOVIE STAR

D. GALE SAYRES, THE CHICAGO BEARS FOOTBALL PLAYER

E. BOBBY DYLAN, SINGING STAR

\*\*\*\*\*

THE STUDENT WILL SHOW HIS KNOWLEDGE OF THE GREEK GODS BY MATCHING  
THE NAMES OF GODS WITH APPROPRIATE SYMBOLS OR OFFICES. %20

0291

MATCH EACH OLYMPIAN WITH AN ANIMAL CLOSELY CONNECTED WITH HIM OR  
HER.

0213

A. EAGLE

B. OWL

C. PEACOCK

D. DOVE

E. HORSE

HERA \*C

2451

ZEUS \*A

2452

ATHENA \*B

2453

APHRODITE \*D

2454

POSEIDON \*E

2455

MATCH EACH OLYMPIAN WITH AN ANIMAL CLOSELY CONNECTED WITH HIM OR  
HER.

0214

A. SHE-BEAR

B. TIGER

C. WOODPECKER

D. MOUSE

E. CRANE

OLLO \*D

2456

ARTEMIS	*A	2457
HEERMES	*E	2458
DIONYSUS	*B	2459
ZEUS	*C	2460

MATCH EACH OLYMPIAN WITH HIS OFFICE.	215
A. GOD OF WAR	
B. QUEEN OF THE GODS	
C. GOD OF LOVE	
D. GODDESS OF THE HUNT AND OF THE MOON	
E. GOD OF WINE	

DIONYSUS	*E	2461
ARTEMIS	*D	2462
HEFRA	*B	2463
ARES	*A	2464
EROS	*C	2465

MATCH EACH OLYMPIAN WITH HIS OFFICE.	216
A. GOD OF THE SEA	
B. GODDESS OF LOVE	
C. MESSENGER OF THE GODS	
D. GOD OF THE UNDERWORLD	
E. GODDESS OF WISDOM, ARTS, AND DEFENSIVE WAR	

MERCURY	*C	2466
ATHENE	*E	2467
POSEIDON	*A	2468
APHRODITE	*B	2469
HADES	*D	2470

\*\*\*\*\*

THE STUDENT WILL SHOW UNDERSTANDING OF COMMON ALLUSIONS TO GREEK MYTHOLOGY BY SELECTING THE CORRECT INTERPRETATION OF GIVEN SENTENCES. %50	0292
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DIRECTIONS  
SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

THE BABY WAS CARRIED AWAY IN THE ARMS OF MORPHEUS. THE SENTENCE ABOVE MEANS THAT	2471
A. SOMEONE KIDNAPPED THE BABY.	
B. MORPHEUS CARRIED THE BABY AWAY FROM THE HOUSE.	
*C. THE BABY FELL ASLEEP.	
D. MORPHEUS DANCED WITH THE BABY IN HIS ARMS.	
E. THE BABY DIED.	

HE HAD A NARCISSUS COMPLEX.	2472
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THE SENTENCE ABOVE MEANS THAT

- A. HE LOVED NARCISSUS FLOWERS.
- B. HE TOOK NARCOTICS.
- \*C. HE ADMIRER HIMSELF.
- D. HE HAD A COMPLEX FLOWER GARDEN.

THAT WAS A HERCULEAN TASK.

2473

THE SENTENCE ABOVE MEANS THAT THE TASK WAS

- \*A. AS DIFFICULT AS HERCULES' TASKS.
- B. AS EASY AS HERCULES' TASKS.
- C. AS VICIOUS AS HERCULES' ACTS.
- D. IMPOSSIBLE OF COMPLETION.
- F. A NECESSARY ONE.

HER ROOM LOOKED LIKE THE AUGEAN STABLES.

2474

THE SENTENCE ABOVE MEANS THAT HER ROOM WAS

- A. LARGE.
- \*B. DIRTY.
- C. POPULAR.
- D. FILLED WITH PICTURES OF HORSES.
- E. EXPENSIVE.

THE GIRL LOOKED LIKE A GORGON.

2475

THE SENTENCE ABOVE MEANS THAT THE GIRL WAS

- A. INNOCENTLY BEAUTIFUL.
- B. SEXY-LOOKING.
- \*C. UNATTRACTIVE.
- D. BRIGHT AND INTELLIGENT.
- E. GORGEOUS.

\*\*\*\*\*

THE STUDENT WILL APPLY HIS KNOWLEDGE OF TRAITS REPRESENTED BY  
GREEK GODS BY SELECTING A MODERN COMIC STRIP CHARACTER WHO  
DISPLAYS SIMILAR TRAITS. 310

0293

DIRECTIONS

SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

SUPERMAN IS A MODERN HERO WITH CHARACTER TRAITS AND ABILITIES  
MOST CLOSELY RESEMBLING

2476

- A. APOLLO.
- \*B. HERCULES.
- C. DIONYSUS.
- D. ZEUS.
- F. POSEIDON.

\*\*\*\*\*

THE STUDENT WILL SHOW COMPREHENSION OF ALLUSIONS TO GREEK  
MYTHOLOGY BY SELECTING THE ORIGINS OF VARIOUS ALLUSIONS. 340

0294

DIRECTIONS

SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

THEY WERE TANTALIZED BY THE SMELL.

2477

THE WORD \*TANTALIZED\* IS DERIVED FROM THE NAME OF A

- A. GREEK CITY.
- C. PHRYGIAN KING.

- C. MESSENGER OF THE GODS.
- D. GREEK GODDESS.
- E. GREEK FLOWER.

THE MOON LIGHT ON THE WATER WAS APHRODISIAC.  
THE WORD \*APHRODISIAC\* IS DERIVED FROM THE NAME FOR THE

2478

- A. GOD OF THE SEA.
- B. GODDESS OF THE MOON.
- \*C. GODDESS OF LOVE.
- D. SONS OF ZEUS.
- E. RULER OF APHRODUS.

HE WAS A REAL TITAN.  
IN GREEK MYTHOLOGY A \*TITAN\* WAS

2479

- A. ANY GIANT.
- B. ANY GREAT WARRIOR.
- C. HERCULES OR HIS TWIN BROTHER.
- \*D. CRONUS OR ANY OF HIS BROTHERS.
- E. ACHILLES OR ANY OF HIS BROTHERS.

EAT YOUR CEREAL.  
IN GREEK MYTHOLOGY, CERES WAS THE GODDESS OF

2480

- A. HOUSEWIVES.
- B. COOKING.
- C. HEALTH.
- \*D. AGRICULTURE.
- E. TRADE.

\*\*\*\*\*

THE STUDENT WILL SHOW HIS COMPREHENSION OF THE VALUES EXPRESSED  
IN GREEK TALES BY SELECTING THE TALE IN WHICH A GIVEN VALUE IS  
EXEMPLIFIED. %40

0295

DIRECTIONS  
SELECT THE BEST ANSWER FOR THE QUESTION.

IN WHAT STORY DID A GREEK HERO SHOW LITTLE RESPECT FOR SOMEONE  
ELSE'S PROPERTY?

2481

- A. DAEDALUS AND ICARUS
- B. PERSEUS SLAYS THE GARGON
- \*C. HERCULES AND THE CATTLE OF GERYON
- D. APOLLO AND PHAETHON

GREEKS BELIEVED IT IMPORTANT TO KEEP THEIR WORD. ONLY DESPICABLE  
CHARACTERS BROKE PROMISES. IN WHICH STORY DID SOMEONE BREAK HIS  
PROMISE?

2482

- \*D. HERCULES AND THE CATTLE OF GERYON
- E. APOLLO AND PHAETHON

IN WHAT STORY DID A GREEK HERO SUFFER BECAUSE HE DISOBEYED A  
GOD?

2483

- A. HERCULES AND THE HOUND OF HELL
- \*B. PROMETHEUS, FIRE
- C. THESEUS AND THE MINOTAUR
- D. JASON AND THE GOLDEN FLEECE
- E. PERSEUS AND THE MEDUSA'S HEAD

WHO SHOWED GREAT COWARDICE?  
A. PERSEUS

2484

- B. JASON
- C. ATLAS
- \*D. EURYSTHEUS
- E. PROMETHEUS

\*\*\*\*\*

THE STUDENT WILL SHOW HIS KNOWLEDGE OF ROMAN MYTHOLOGICAL  
FIGURES BY COMPLETING STATEMENTS DESCRIBING THEM. %6

0296

# DIRECTIONS

SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

HERCULES WAS ALL OF THE FOLLOWING \*EXCEPT\*

2485

- A. REVERENT.
- B. CUNNING.
- C. LOYAL.
- D. STRONG.
- \*F. COWARDLY.

THE LABORS OF HERCULES REVEALED THAT EURYSTHEUS WAS

2486

- A. BRAVE.
- B. FORGIVING.
- C. GENEROUS.
- D. MERCIFUL.
- \*F. COWARDLY.

ATLAS WAS EXTREMELY

2487

- \*A. STRONG.
- B. INTELLIGENT.
- C. WEAK.
- D. MEAN.

JUNE WAS

2488

- \*A. CRUEL.
- B. UGLY.
- C. GENTLE.
- D. MERCIFUL.
- E. LAZY.

A MYTHOLOGICAL FIGURE \*NOT\* CONNECTED WITH MUSIC WAS

2489

- A. PAN.
- B. APOLLO.
- C. HERMES.
- D. ORPHEUS.
- \*F. ARACHNE.

AN AMERICAN PRODUCT WHICH IS \*NOT\* NAMED FOR A ROMAN MYTHOLOGICAL  
FIGURE IS THE

2490

- A. MERCURY AUTO.
- \*B. TOPINO CAR.
- C. ATLAS TIRE.
- D. VENUS PENCIL.
- E. MARS CANDY BAR.

\*\*\*\*\*



MATCH THE NAME OF THE ROMAN GOD OR GODDESS WITH THE CORRESPONDING GREEK GOD OR GODDESS.

0217

ARF.S \*F

A. JUNO

2493

HERMES \*C

B. JUPITER

2494

HERA \*A

C. MERCURY

2495

ARTEMIS \*E

D. VENUS

2496

ZEUS \*B

E. NONE OF THESE

2497

APHRODITE \*D

2498

HEPHAESTUS \*E

2499

ATHENE \*E

2500

\*\*\*\*\*

THE STUDENT WILL SHOW HIS KNOWLEDGE OF GREEK CONCEPTS OF THE GODS BY SELECTING CHARACTERISTICS FROM ALTERNATIVES. %1□

0299

DIRECTIONS

SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

THE GREEKS BELIEVED THAT THEIR GODS AND GODDESSES

2501

- \*A. QUARRELED THE WAY HUMAN BEINGS DO.
- B. HAD NO FAULTS.
- C. WERE ALWAYS CALM AND SERENE.
- D. BROKE THEIR PROMISES.

\*\*\*\*\*

THE STUDENT WILL APPLY HIS KNOWLEDGE OF MYTHOLOGICAL SYMBOLS BY DETERMINING WHAT COMPANY A GIVEN SYMROL REPRESENTS. %1□

0300

DIRECTIONS

SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

IF YOU WERE SHOWN PICTURES OF EMBLEMS YOU HAD NEVER SEEN BEFORE YOU COULD CORRECTLY GUESS THAT THOSE CONTAINING LAUREL WREATHS REPRESENTED

2502

- A. DRESS MANUFACTURES.
- \*B. PUBLISHING COMPANIES.
- C. FLORISTS.
- D. GASOLINE COMPANIES.
- E. FOOD MANUFACTURERS.

\*\*\*\*\*

THE STUDENT WILL SHOW HIS KNOWLEDGE OF THE GRECO-ROMAN GODS BY MATCHING THEM WITH THEIR OFFICES. %4□

0301

DIRECTIONS

SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

APOLLO WAS GOD OF ALL THE FOLLOWING \*EXCEPT\*

2503

- A. POETRY.
- B. MUSIC.
- C. HEALING.
- D. ATHLETICS.
- \*E. WAR.

THE PATRON GOD OF GOLDSMITHS, JEWELLERS, BLACKSMITHS, MASONS, AND CARPENTERS WAS

2504

- A. PHAETHON.
- B. ATLAS.
- \*C. VULCAN.
- D. PLUTO.
- F. PROMETHEUS.

THE PATRON GOD OF MERCHANTS, BANKERS, THIEVES, FORTUNETELLERS, AND HERALDS WAS

2505

- A. CUPID.
- \*B. MERCURY.
- C. ZEUS.
- D. CRONUS.
- F. DIONYSUS.

THE GODDESS OF HUNTING AND OF UNMARRIED GIRLS WAS

2506

- A. JUNO.
- B. ATHENE.
- C. PROSERPINA.
- \*D. DIANA.
- F. HESTIA.

\*\*\*\*\*

THE STUDENT WILL EVALUATE THE APPROPRIATENESS OF COMMON MYTHOLOGICAL REFERENCES BY DISTINGUISHING APPROPRIATE FROM INAPPROPRIATE ITEMS. %50

0302

DIRECTIONS

SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

THE BUSINESS CONCERNS BELOW ARE NAMED FOR VARIOUS GODS. CONSIDERING THE CLASSICAL ACCOUNTS OF THE GOD INVOLVED, THE COMPANY NAMED \*MOST INAPPROPRIATELY\* IS

2507

- \*A. MARS CANDY COMPANY.
- B. VENUS SALON OF BEAUTY.
- C. VULCAN WELDING WORKS.
- D. MERCURY MESSENGER SERVICE, INC.
- F. NEPTUNE CAR WASH COMPANY.

OF THE FIVE ORGANIZATIONS BELOW, THE ONE NAMED \*MOST APPROPRIATELY\* IS THE

2508

- A. NEPTUNE RECORD COMPANY.
- B. JUPITER HAIR PRODUCTS COMPANY.
- C. MERCURY FOUNDRY AND MACHINE COMPANY.
- D. ATLAS ELECTRIC DEVICES COMPANY.
- \*F. APOLLO MUSICAL CLUB.

OF THE FIVE ATLAS COMPANIES BELOW, THE ONE \*MOST\* APPROPRIATELY NAMED IS THE

2509

- A. ATLAS BUSINESS FORMS, INC.

- B. ATLAS BAKING COMPANY.
- C. ATLAS CALCULATING SERVICES.
- \*D. ATLAS STEEL COMPANY.
- E. ATLAS CHEMICAL INDUSTRIES, INC.

CONSIDERING THE CLASSICAL MYTHOLOGICAL STORIES, A COMPANY NAMED 2510

\*MOST APPROPRIATELY\* IS THE

- A. ATLAS FUR CLEANING COMPANY.
- B. MIDAS AUTOMATIC TRANSMISSIONS COMPANY.
- \*C. MIDAS COIN CENTER.
- D. APOLLO REALTY COMPANY.
- E. ATLAS MUSIC COMPANY.

CONSIDERING THE CLASSICAL ACCOUNTS OF THE GODS INVOLVED, THE 2511

COMPANY NAMED \*MOST INAPPROPRIATELY\* IS THE

- A. APOLLO OPERA COMPANY.
- \*B. NEPTUNE REALTORS.
- C. NEPTUNE WORLD WIDE MOVING COMPANY.
- D. NEPTUNE CAR WASH COMPANY.
- E. HERCULES LABOR SERVICE COMPANY.

\*\*\*\*\*

THE STUDENT WILL SHOW HIS UNDERSTANDING OF LITERARY TERMS BY 0278  
SELECTING THE TERM THAT DESCRIBES AN ILLUSTRATION OF IT FROM THE  
PLAY, \*THE DIARY OF ANNE FRANK\*. %60

DIRECTIONS

SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

MRS. VAN DAAN'S STATEMENT THAT PETER'S FATHER WILL KILL HIM IF 2353  
HE CATCHES HIM IN THERE WITH THAT CAT IS AN EXAMPLE OF

- A. PERSONIFICATION.
- B. SIMILE.
- \*C. HYPERBOLE.
- D. METAPHOR.

THE PLAYWRIGHTS EXERCISED DRAMATIC LICENSE BY 2354

- \*A. CONFINING THE CHARACTERS AND THE ACTION TO THE SECRET ANNEX  
ITSELF.
- B. INTRODUCING THE CHARACTER OF MR. DUSSEL.
- C. MAKING PETER SIXTEEN INSTEAD OF TEN YEARS OLD.

IN THE OPENING SCENE, WHEN MR. FRANK RETURNS TO THE ANNEX AFTER 2355  
THE WAR, THE SOUNDS OF A BARREL ORGAN AND CHILDREN AT PLAY CARRY  
UP FROM BELOW. THIS EFFECT

- \*A. PROVIDES A DRAMATIC CONTRAST.
- B. ILLUSTRATES WHAT IS MEANT BY FORESHADOWING.
- C. INDICATES THE POINT OF VIEW.

THE PLAY IS PRESENTED ENTIRELY IN FLASHBACK TECHNIQUE EXCEPT FOR 2356

- A. THE FIRST SCENE.
- B. THE LAST SCENE.
- \*C. THE FIRST AND LAST SCENES.

WHEN THE PLAYWRIGHTS WROTE THE SCRIPT SO THAT AFTER HER NIGHT- 2357  
MARE, ANNE CONFESSED TO HER FATHER THINGS THAT IN REALITY SHE

ONLY WROTE IN HER DIARY AND NEVER REVEALED TO ANYONE THROUGH  
SPEECH, THEY WERE USING

- A. HYPERBOLE.

- \*B. DRAMATIC LICENSE.
- C. FLASHBACK.
- D. METAPHOR.

THE BAD NEWS THAT THE NAZIS HAVE FOUND THE STOLEN RADIO  
FORESHADOWS

2358

- A. BLACKMAIL BY THE WAREHOUSEMAN.
- \*B. THE ARREST OF THE INHABITANTS OF THE SECRET ANNEX.
- C. THE DISCOVERY OF THE FOOD THIEF.

\*\*\*\*\*

THE STUDENT WILL SHOW KNOWLEDGE OF FACTUAL DETAILS IN THE \*DIARY  
OF ANNE FRANK\* BY COMPLETING STATEMENTS WITH THE CORRECT FACT.  
%19□

0279

DIRECTIONS

SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

MR. FRANK'S BUSINESS IN HOLLAND WAS

2359

- \*A. IMPORTING HERBS AND SPICES.
- B. PRACTICING MEDICINE.
- C. TEACHING IN A UNIVERSITY.
- D. SELLING FURS.

ANNE RECEIVED THE DIARY AS A BIRTHDAY GIFT WHEN SHE TURNED

2360

- A. TWELVE.
- B. FIFTEEN.
- \*C. THIRTEEN.
- D. EIGHTEEN.

A DISADVANTAGE OF THE ANNEX AS A HIDING PLACE WAS THAT THE  
PEOPLE HIDDEN THERE

2361

- \*A. LIVED IN CROWDED QUARTERS.
- B. HAD NO BOOKS TO READ.
- C. COULD NEVER TALK ABOVE A WHISPER.
- D. HAD NO ELECTRICITY.

THE SECRET ANNEX WAS LOCATED IN

2362

- A. ROTTERDAM.
- B. GENEVA.
- C. STOCKHOLM.
- \*D. AMSTERDAM.
- F. BERLIN.

TO CELEBRATE THE NEW YEAR, MIEP BROUGHT

2363

- A. COOKIES.
- B. ICE CREAM.
- \*C. A CAKE.
- D. LOX AND BAGEL.

TO GET CIGARETTES, MR. VAN DAAN DECIDED TO SELL

2364

- A. PETER'S CAT.
- \*B. HIS WIFE'S FUR COAT.
- C. HIS SHARES OF STOCK.
- D. A DIAMOND WATCH.
- F. A PAINTING.

- R. KERLI.
- \*C. ANNELE.
- D. LIEBE.

MR. DUSSEL'S SUGGESTION THAT SOMEONE HAD EATEN PETER'S CAT SHOWED HIS

2366

- A. GENUINE CONCERN.
- B. ATTEMPT TO SOLVE A PROBLEM.
- \*C. DISAGREEABLE PERSONALITY.

ANNE CALLED HER FATHER

2367

- A. POP.
- B. DADDY.
- C. PAPA.
- \*D. PIM.

FROM SEPTEMBER, 1942, UNTIL HER ARREST, ANNE SHARED A BEDROOM WITH

2368

- A. HER PARENTS.
- B. MARGOT.
- \*C. MR. DUSSEL.
- D. MRS. VAN DAAN.

MR. KRALER AND THE INHABITANTS OF THE ANNEX FEARED THAT CARL WAS

2369

- \*A. TRYING TO BLACKMAIL THEM.
- B. ARRESTED BY THE GREEN POLICE.
- C. SUFFERING FROM MALNUTRITION.
- D. HOSPITALIZED.

DIRK WAS

2370

- A. MR. KRALER'S SON.
- B. CARL'S BROTHER.
- \*C. MIEP'S FIANCE.
- D. MARGOT'S FORMER BOY FRIEND.

PETER TOOK ANNE'S CAKE TO

2371

- A. EAT IT HIMSELF.
- B. GIVE IT TO HIS MOTHER.
- C. GIVE IT TO MARGOT.
- \*D. GIVE IT TO ANNE.

IN JANUARY OF 1944 THE INHABITANTS OF THE SECRET ANNEX CUT DOWN ON FOOD BECAUSE

2372

- A. MR. KRALER WAS HOSPITALIZED AND COULD BRING THEM NONE.
- B. THEY WERE SHORT OF MONEY.
- \*C. THE PEOPLE WHO SUPPLIED THEIR RATION BOOKS HAD BEEN ARRESTED.

WHEN MRS. FRANK ASKED ANNE TO KEEP THE DOOR OF PETER'S ROOM OPEN WHEN SHE WENT IN, SHE SAID IT WAS BECAUSE

2373

- A. SHE WANTED TO SEE THAT ANNE WAS DOING NOTHING WRONG.
- \*B. SHE WANTED TO DENY MRS. VAN DAAN THE OPPORTUNITY TO BE UNPLEASANT.
- C. SHE DISAPPROVED OF PETER.

MR. FRANK TOLD MIEP THAT HE WOULD LEAVE AMSTERDAM BECAUSE

2374

- A. HE COULD NOT MAKE A LIVING IN AMSTERDAM ANY MORE.
- \*B. THE CITY HELD TOO MANY MEMORIES FOR HIM.
- C. HE WISHED TO RETURN TO THE CITY IN GERMANY FROM WHICH HE EMIGRATED.

THE CELEBRATION OF HANUKKAH WAS INTERRUPTED BY 2375

- A. MIEP'S ARRIVAL.
- \*B. A CRASH FROM BELOW.
- C. THE SOUND OF A CAR HALTING AT THE DOOR BELOW.

KEY OBJECTS USED IN THE PLAY WERE A FUR COAT AND A 2376

- A. NECKLACE.
- B. RING.
- \*C. SCARF.
- D. WATCH.

MR. FRANK INVITED THE VAN DAANS TO STAY WITH THE FRANKS IN THE ANNEX BECAUSE 2377

- A. THE VAN DAANS WERE WEALTHY.
- B. MRS. VAN DAAN WAS HIS SISTER.
- \*C. HE WAS INDERTED TO MR. VAN DAAN.
- D. ANNE HAD A CRUSH ON PETER.

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE THE ABILITY TO COMPREHEND THE STAGE DIRECTIONS BY COMPLETING DESCRIPTIVE STATEMENTS RELATING TO THE SETTING. %30 0280

DIRECTIONS  
SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

MR. AND MRS. VAN DAAN,S ROOM IS 2378

- A. THE LARGE ROOM IN THE CENTER.
- \*B. THE ATTIC ROOM ABOVE THE LARGE CENTER ROOM.
- C. THE SMALL ROOM TO THE RIGHT OF THE CENTER ROOM %AS ACTORS FACE THE AUDIFNCE.
- D. THE SMALL ROOM TO THE LEFT OF THE CENTER ROOM %AS THE ACTORS FACE THE AUDIENCE.

THE TOTAL NUMBER OF ROOMS INTO WHICH ONE CAN SEE, IN ALL SCENES OF THIS PLAY, IS 2379

- A. ONE.
- B. TWO.
- C. THREE.
- \*D. FOUR.
- E. FIVE.

TO SIGNAL THAT ANNE IS READING A DIARY ENTRY, 2380

- \*A. THE LIGHTS DIM OUT AND THE CURTAIN FALLS.
- B. THE LIGHTS BRIGHTEN AND OTHER ACTORS LEAVE THE STAGE.
- C. OTHER ACTORS FREEZE IN THEIR POSITIONS.
- D. THERE IS NO CHANGE IN THE LIGHTING OR THE ACTIVITIES OF OTHER ACTORS ON THE STAGE.

\*\*\*\*\*

THE STUDENT WILL SHOW ABILITY TO RECALL WHAT HANUKKAH PRESENT ANNE GAVE EACH OCCUPANT OF THE ANNEX BY MATCHING THE GIFTS TO THEIR RECIPIENTS. %80 0281

MATCH THE CHARACTER WITH ANNE,S GIFT TO HIM. 204

- A. EARPLUGS

- B. POEM AND BOOK OF CROSSWORD PUZZLES
- C. RAZOR
- D. CIGARETTES
- E. NONE OF THE ABOVE

MOUSCHI *E	2381
MARGOT *B	2382
PETER *C	2383
MRS. VAN DAAN *E	2384
MR. VAN DAAN *D	2385
MRS. FRANK *E	2386
MR. FRANK *F	2387
MR. DUSSEL *A	2388

\*\*\*\*\*

THE STUDENT WILL SHOW UNDERSTANDING OF THE CHARACTERS IN \*THE DIARY OF ANNE FRANK\* BY COMPLETING STATEMENTS BASED ON LOGICAL INFERENCES FROM THE SPEECH OR ACTIONS OF THE CHARACTERS. %60 0282

#### DIRECTIONS

SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

1 ANNE CANNOT BURN HER STAR OF DAVID BECAUSE 2389

- \*A. IT IS A SYMBOL OF SOMETHING GOOD.
- B. SHE IS DISPLEASED WITH PETER.
- C. SHE IS AFRAID OF WHAT HER MOTHER WILL SAY.
- D. THE LAW REQUIRES HER TO WEAR IT.

MR. VAN DAAN BEGRUDGES MR. FRANK'S INVITATION TO MR. DUSSEL BECAUSE 2390

- A. HE DISLIKES MR. DUSSEL PERSONALLY.
- B. HE THINKS MR. DUSSEL IS A SPY.
- C. MR. DUSSEL HAS NO MONEY.
- \*D. FOOD IS SCARCE.

ANNE'S NIGHTMARE SHOWS ANNE'S 2391

- \*A. FEAR OF BEING DISCOVERED BY THE NAZIS.
- B. FEAR OF MR. VAN DAAN.
- C. HATRED OF MR. DUSSEL.
- D. HUNGER FOR FOOD.
- E. INTEREST IN PETER.

THE ACTIONS IMMEDIATELY FOLLOWING ANNE'S NIGHTMARE SHOW 2392

- A. ANNE'S GREAT LOVE OF HER MOTHER.
- \*B. MR. DUSSEL'S ANTIPATHY TOWARD ANNE.
- C. CONFLICT BETWEEN MARGOT AND ANNE.
- D. PETER'S SHYNESS.

MR. FRANK DID NOT AT FIRST WANT ANNE TO SING THE HANUKKAH SONG BECAUSE HE FELT THAT 2393

- A. IT WOULD OFFEND THE RELIGIOUS SENSIBILITIES OF THE VAN DAANS.



- \*B. A SONG OF JUBILATION WAS OUT OF PLACE UNDER THE CIRCUMSTANCES.
- C. HE DID NOT WANT ANNE TO STAR.
- D. ANNE HAD A BAD SINGING VOICE.

MP. FRANK ASSUMED THE TRADITIONAL ROLE OF THE FATHER IN LEADING THE \*FAMILY\* IN THE HANUKKAH OBSERVANCE BECAUSE

- A. HE HAD STUDIED FOR THE RABBINATE IN HIS YOUTH.
- B. PETER DID NOT KNOW HOW.
- \*C. THE VAN DAANS AND MR. DUSSEL WERE HIS GUESTS IN THE ANNEX.
- D. MR. VAN DAAN ASKED HIM TO.

2394

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO FOLLOW THE TIME SEQUENCE OF THE PLAY \*THE DIARY OF ANNE FRANK\* BY COMPLETING STATEMENTS INVOLVING THE TIME SEQUENCE. %2

0284

#### DIRECTIONS

SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

THE TIME SETTING FOR ACT I, SCENE 1 IS THE SAME DAY AND YEAR AS THAT OF

2396

- A. ACT I, SCENE 2.
- B. ACT I, SCENE 5.
- C. ACT II, SCENE 1.
- \*D. ACT II, SCENE 5.

THE FRANKS LIVED IN THE SECRET ANNEX FOR A TOTAL OF ABOUT

2397

- A. SIX MONTHS.
- B. THREE MONTHS.
- \*C. TWO YEARS.
- D. FOUR YEARS.

\*\*\*\*\*

THE STUDENT WILL SHOW HIS UNDERSTANDING OF THE CHARACTERS IN \*THE DIARY OF ANNE FRANK\* BY COMPLETING SENTENCES THAT SHOW LOGICAL DEDUCTIONS BASED ON ACTIONS OF THE CHARACTERS. %13

0285

#### DIRECTIONS

SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

ANNE THOUGHT THAT ONE DISADVANTAGE OF THE ANNEX AS A HIDING PLACE WAS THAT THE PEOPLE HIDDEN THERE

2398

- \*A. COULD NOT GO OUTDOORS.
- B. HAD NO PIANO.
- C. COULD NEVER TALK ALOUD.

SELECT ONE ADJECTIVE WHICH DOES NOT CORRECTLY DESCRIBE ANN.

2399

- \*A. SHY
- B. PLAYFUL
- C. OUTGOING
- D. TALKATIVE
- E. AMBITIOUS

PETER'S PRINCIPAL FEELING TOWARD HIS FATHER WAS ONE OF SHAME. PRIDE.

2400

- C. FEAR.
- D. GRATITUDE.

ANNE BECAME MORE INTERESTED IN CLOTHES BECAUSE OF

- \*A. HER GROWING AFFECTION FOR PETER.
- B. HER JEALOUSY OF MARGOT.
- C. HER FATHER'S ATTITUDE.

ONE DIFFERENCE BETWEEN MARGOT AND ANNE WAS THAT

- A. MARGOT DISLIKED HER FATHER AND ANNE LIKED HIM.
- \*B. MARGOT GOT ALONG BETTER THAN ANNE WITH HER MOTHER.
- C. MARGOT WAS NOISIER THAN ANNE.

MRS. VAN DAAN'S CHARACTER EMERGES AS THAT OF A

- A. DISHONEST WOMAN.
- \*B. SPOILED, CHILDISH WOMAN.
- C. CRUEL, INCONSIDERATE WIFE.

WHEN MR. DUSSEL FIRST ARRIVES, ANNE

- \*A. TREATS HIM WITH KINDNESS AND GENEROSITY.
- B. FEELS ANNOYED THAT SHE HAS TO SHARE HER ROOM WITH HIM.
- C. LOOKS UPON HIM AS A SECOND FATHER.

PETER HAS AN EVEN GREATER NEED FOR ANNE'S FRIENDSHIP THAN SHE HAS FOR HIS BECAUSE HE HAS

- \*A. NEVER HAD ANY CLOSE COMPANIONSHIP WITH FRIENDS OR PARENTS.
- B. BEEN QUARRELING WITH MARGOT.
- C. RECENTLY LOST HIS CAT WHICH MEANT SO MUCH TO HIM.

THE LAST PERSON TO SHOW SIGNS OF BREAKING UNDER TENSION AND THE ONE IN WHOM IT IS THE MOST SURPRISING IS

- A. MR. DUSSEL.
- \*B. MRS. FRANK.
- C. MARGOT.
- D. MRS. VAN DAAN.

MR. DUSSEL SHOWED HIS DISAGREEABLE PERSONALITY BY

- A. TELLING ANNE THAT JOPIE DEWADL AND HER PARENTS WERE GONE.
- B. SAYING HE THOUGHT THE FRANKS WERE IN SWITZERLAND.
- \*C. SAYING WHAT HE DID AFTER ANNE'S NIGHTMARE.

MR. KRALER'S REFUSAL TO EAT CAKE SHOWED HIS

- A. RUDENESS.
- \*B. GENEROSITY.
- C. DESIRE TO REDUCE.
- D. DISLIKE OF CAKE.
- E. OPINION OF THE BAKER'S ABILITY.

MR. VAN DAAN'S REAL REASON FOR SELLING HIS WIFE'S FUR COAT WAS TO

- A. GET MONEY FOR FOOD.
- \*B. GET MONEY FOR CIGARETTES.
- C. LET SOMEONE OUTSIDE WHO NEEDED A COAT WEAR IT.
- D. RELIEVE HIS ALLERGY.
- E. MAKE MORE ROOM IN THE CLOTHES CLOSET.

HAD THE PLAY BEEN BASED ON AN ACCOUNT WRITTEN BY MR. DUSSEL, IT IS PROBABLE THAT THE PERSONALITY TRAITS OF THE CHARACTERS WOULD HAVE BEEN

- A. MORE LIKEABLE.
- \*B. LESS LIKEABLE.
- C. THE SAME.

\*\*\*\*\*

THE STUDENT WILL SHOW UNDERSTANDING OF CHARACTERS IN \*THE DIARY OF ANNE FRANK\* BY SELECTING THE PROBABLE REASONS FOR VARIOUS STATEMENTS MADE BY CHARACTERS IN THE PLAY. %30

0286

DIRECTIONS

SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

WHEN ANNE SAID, I NEVER HEARD GROWNUPS QUARREL BEFORE. I THOUGHT ONLY CHILDREN QUARRELED, THIS PROVED THAT

2411

- A. SHE WAS LYING.
- \*B. HER PARENTS DID NOT QUARREL IN FRONT OF HER.
- C. SHE HAD ATTENDED BOARDING SCHOOL AND NOT LIVED AT HOME MUCH.

WHEN MR. DUSSEL SAID, DID MR. KRALER WARN YOU THAT YOU WON'T GET MUCH TO EAT HERE? YOU CAN IMAGINE...THREE RATION BOOKS AMONG THE SEVEN OF US AND NOW YOU MAKE EIGHT, HE WAS SHOWING HIS

2412

- \*A. SELFISHNESS AND GREED.
- B. GENEROSITY.
- C. AFFECTION.

WHEN ANNE SAID TO MARGOT, I MEAN, EVERY TIME I GO TO PETER'S ROOM, I HAVE A FEELING I MAY BE HURTING YOU, SHE MEANS THAT SHE MIGHT BE HURTING MARGOT BECAUSE

2413

- A. MARGOT ALSO LOVED PETER.
- \*B. MARGOT HAD NO ONE HER OWN AGE TO TALK TO.
- C. SHE WAS DISOBEYING MARGOT.

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE PLAY \*THE DIARY OF ANNE FRANK\* BY IDENTIFYING BOTH SPEAKER AND ADDRESSEE WHEN PRESENTED WITH VARIOUS SPEECHES FROM THE PLAY. %120

0288

FOR EACH QUOTATION INDICATE THE SPEAKER AND ADDRESSEE.

0206

\*CHARACTERS IN PLAY\*

- A. MRS. FRANK
- B. MRS. VAN DAAN
- C. ANNE
- D. PETER
- E. MARGOT

YOU KNOW HOW YOUNG PEOPLE LIKE TO FEEL THAT THEY HAVE SECRETS. PETER'S ROOM IS THE ONLY PLACE WHERE THEY CAN TALK.

IN THE ABOVE QUOTATION WHO IS THE SPEAKER? \*A

2434

IN THE ABOVE QUOTATION, WHO IS THE ADDRESSEE? \*B

2435

FOR EACH QUOTATION, INDICATE THE SPEAKER AND ADDRESSEE.

0207

\*CHARACTERS IN PLAY\*

- A. MRS. FRANK
- B. MRS. VAN DAAN
- C. ANNE
- D. PETER
- F. MARGOT

.....WHAT A LOVELY, LOVELY DAYO AREN,T THE CLOUDS  
 BEAUTIFULO YOU KNOW WHAT I DO WHEN IT SEEMS AS IF I COULDN,T  
 STAND BEING COOPED UP FOR ONE MINUTE MOREO I \*THINK\* MYSELF OUT.  
 I THINK MYSELF ON A WALK IN THE PARK WHERE I USED TO GO WITH  
 PIM. WHERE THE JONQUILS AND THE CROCUS AND VIOLETS GROW DOWN THE  
 SLOPES.

IN THE ABOVE QUOTATION, WHO IS THE SPEAKER? \*C

2436

IN THE ABOVE QUOTATION, WHO IS THE ADDRESSEE? \*D

2437

FOR EACH QUOTATION INDICATE THE SPEAKER AND ADDRESSEE.

\*CHARACTERS IN PLAY\*

0208

- A. ANNE
- B. MR. FRANK
- C. MRS. FRANK
- D. MR. DUSSEL
- E. MR. VAN DAAN

YOU COMPLAIN THAT I DON,T TREAT YOU LIKE A GROWNUP. BUT  
 WHEN I DO, YOU RESENT IT.

IN THE QUOTATION ABOVE, WHO IS THE SPEAKER? \*C

2438

IN THE QUOTATION ABOVE, WHO IS THE ADDRESSEE? \*A

2439

FOR EACH QUOTATION INDICATE THE SPEAKER AND ADDRESSEE.

\*CHARACTERS IN PLAY\*

- A. ANNE
- B. MR. FRANK
- C. MRS. FRANK
- D. MR. DUSSEL
- F. MR. VAN DAAN

I NEVER HEARD GROWNUPS QUARREL BEFORE. I THOUGHT ONLY CHILDREN QUARRELED.

IN THE QUOTATION ABOVE, WHO IS THE SPEAKER? \*A 2440

IN THE ABOVE QUOTATION, WHO IS THE ADDRESSEE? \*F 2441

FOR EACH QUOTATION INDICATE THE SPEAKER AND ADDRESSEE. 0210

\*CHARACTERS IN PLAY\*

- A. ANNE
- B. MR. FRANK
- C. MRS. FRANK
- D. MR. DUSSEL
- F. MR. VAN DAAN

DID MR. KRALER WARN YOU THAT YOU WON'T GET MUCH TO EAT HERE? YOU CAN IMAGINE.... THREE RATION BOOKS AMONG THE SEVEN OF US.... AND NOW YOU MAKE EIGHT.

IN THE QUOTATION ABOVE, WHO IS THE SPEAKER? \*E 2442

IN THE QUOTATION ABOVE, WHO IS THE ADDRESSEE? \*D 2443

FOR EACH QUOTATION INDICATE THE SPEAKER AND ADDRESSEE. 0211

\*CHARACTERS IN PLAY\*

- A. ANNE
- B. MR. FRANK
- C. MRS. FRANK
- D. MR. DUSSEL
- F. MR. VAN DAAN

EVERY NIGHT I THINK BACK OVER ALL OF THE THINGS I DID THAT DAY THAT WERE WRONG... LIKE PUTTING THE WET MAP IN MR. DUSSEL'S BED... AND THIS THING WITH MOTHER. I SAY TO MYSELF, THAT WAS WRONG. I MAKE UP MY MIND, I'M NEVER GOING TO DO THAT AGAIN. NEVER OF COURSE I MAY DO SOMETHING WORSE....

IN THE ABOVE QUOTATION, WHO IS THE SPEAKER? \*A 2444

IN THE ABOVE QUOTATION, WHO IS THE ADDRESSEE? \*B 2445

\*\*\*\*\*

THE STUDENT WILL SHOW UNDERSTANDING OF CHARACTERS IN \*THE DIARY OF ANNE FRANK\* BY MATCHING THE CHARACTERISTICS WITH THE NAME. %20 0297

DIRECTIONS

SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

THE PERSON \*LEAST\* ABLE TO THINK OF OTHERS IN WITHSTANDING THE HARDSHIPS OF LIFE IN THE ANNEX IS 2491

- A. MR. DUSSEL.

- P. MRS. VAN DAAN.
- \*C. MR. VAN DAAN.
- D. PETER.

THE PERSON WHOSE GOODNESS, WISDOM, AND STRENGTH OF CHARACTER  
NEVER FAIL DURING THE YEARS OF HIDING IS

2492

- \*A. MR. FRANK.
- B. MR. VAN DAAN.
- C. MR. DUSSEL.

\*\*\*\*\*

THE STUDENT SHALL DEMONSTRATE HIS KNOWLEDGE OF PLOT DETAILS IN  
\*ANIMAL FARM\* BY CORRECTLY CHOOSING THE DETAIL THAT BEST FITS THE  
STATEMENT. %14

0263

DIRECTIONS:

SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

OLD MAJOR ADVISES THE ANIMALS THAT REVOLUTION IS

2260

- A. UNNECESSARY.
- \*B. INEVITABLE.
- C. EVIL.
- D. IMPOSSIBLE.

NAPOLEON, SNOWBALL AND SQUEALER TRANSFORMED OLD MAJOR'S SPEECH  
INTO A POLITICAL PHILOSOPHY THEY CALLED

2261

- A. COMMUNISM.
- \*B. ANIMALISM.
- C. COLLECTIVISM.
- D. NIHILISM.

WHEN JONES FELT THE ANIMAL REBELLION WAS OUT OF CONTROL HE

2262

- A. HID IN THE FARM HOUSE.
- B. TRIED TO NEGOTIATE WITH THE ANIMALS.
- \*C. FLED TO THE VILLAGE.
- D. SET FIRE TO THE BARN.

SQUEALER ARGUED THAT THE PIGS KEPT THE MILK AND APPLES FOR  
THEMSELVES BECAUSE

2263

- A. NONE OF THE OTHER ANIMALS LIKED THEM.
- \*B. IT WAS BRAIN FOOD FOR THE PIGS.
- C. THAT WAS THE ONLY FOOD THAT THEY COULD DIGEST.
- D. IT WOULD SPOIL IF THE PIGS DID NOT EAT IT.

SNOWBALL PAINTED UPON THE FLAG A WHITE

2264

- A. HAMMER AND SICKLE.
- \*B. HOOF AND HORN.
- C. HALF MOON AND STAR.
- D. HOE AND RAKE.

\*AFTER\* THE REVOLUTION THE PIGS DID NOT LEARN TO READ AND WRITE  
BECAUSE

2265

- A. THE DOGS WOULD DO THIS FOR THEM.
- B. THEY THOUGHT THIS TO BE A BAD HUMAN TRAIT.
- \*C. THEY ALREADY KNEW HOW TO READ AND WRITE.
- D. THEY COULD NOT HOLD A BOOK IN THEIR TROTTER.

SNOWBALL CONDENSED THE SEVEN COMMANDMENTS INTO THE SIMPLE MAXIM

2266

- \*A. FOUR LEGS GOOD, TWO LEGS BAD.

- B. ALL ANIMALS ARE EQUAL.
- C. NAPOLEON IS ALWAYS RIGHT.
- D. IN THE PIGS WE HAVE STRENGTH.

NAPOLEON \*FIRST\* USED HIS DOGS TO

2267

- A. INSTILL FEAR INTO ALL THE ANIMALS.
- B. HELP PLOW THE FIELDS.
- \*C. PREVENT SNOWBALL FROM TAKING POWER.
- D. TEACH THE OTHER ANIMALS THE SEVEN COMMANDMENTS.

THE HENS WERE FORCED TO GIVE UP THEIR EGGS BECAUSE

2268

- A. THERE WAS A FOOD SHORTAGE.
- B. THEY BECAME ESSENTIAL TO THE DIET OF THE PIGS.
- \*C. THEY WERE SOLD TO HUMANS.
- D. THERE WERE TOO MANY CHICKENS IN THE BARN.

THE SECOND BATTLE WITH THE HUMANS WAS CALLED

2269

- \*A. THE BATTLE OF THE WINDMILL.
- B. THE BATTLE OF ANIMAL FARM.
- C. THE BATTLE OF MANOR FARM.
- D. THE BATTLE OF THE COWSHED.

THE WINDMILL WAS USED TO

2270

- A. PUMP WATER.
- B. GENERATE ELECTRICITY.
- C. ELEVATE HAY.
- \*D. MILL CORN.

BOXER,S \*REWARD\* FOR HIS HARD WORK WAS THAT HE WAS

2271

- A. GIVEN AN ACRE OF PASTURE LAND.
- B. PERMITTED A DAILY RATION OF MILK AND APPLES.
- \*C. SENT TO THE KNACKER,S.
- D. RIPPED APART BY NAPOLEON,S DOGS.

NEAR THE END OF THE STORY NAPOLEON AND MR. PILKINGTON HAD TROUBLE BECAUSE

2272

- A. THE BEER RAN OUT.
- \*B. BOTH PLAYED ACES OF SPADES.
- C. BOTH WANTED TO BE THE BOSS.
- D. MR. PILKINGTON WANTED THE OTHER ANIMALS TO BE PRESENT.

THE SEVEN COMMANDMENTS HAD BEEN FINALLY REDUCED TO A SINGLE COMMANDMENT WHICH READ -

2273

- A. FOUR LEGS GOOD, TWO LEGS BETTER.
- B. WHATEVER GOES UPON TWO LEGS IS AN ENEMY.
- C. COMRADE NAPOLEON IS ALWAYS RIGHT.
- \*D. ALL ANIMALS ARE EQUAL BUT SOME ANIMALS ARE MORE EQUAL THAN OTHERS.

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO UNDERSTAND THE CHARACTERS IN \*ANIMAL FARM\* BY MATCHING A CHARACTER WITH HIS DESCRIPTION. %5

0264

DIRECTIONS

SELECT THE BEST ANSWER FOR THE QUESTION.

IRONICALLY HE SUFFERS UNDER THE PIGS EXACTLY THE SAME FATE THAT OLD MAJOR WARNED HIM HE WOULD SUFFER UNDER JONES IF HE DID NOT

2274



- REVOLT.
- A. SNOWBALL
  - \*B. BOXER
  - C. CLOVER
  - D. BENJAMIN

AFTER THE BANISHMENT OF SNOWBALL, HE BECOMES AN INTROVERT AND BUILDS AROUND HIMSELF A MYTH OR PERSONALITY CULT.

2275

- A. SNOWBALL
- B. BOXER
- \*C. NAPOLEON
- D. MR. JONES

WHICH OF THESE CHARACTERS WOULD BE CONSIDERED A VILLAIN?

2276

- A. MR. WYMPER
- B. OLD MAJOR
- \*C. SQUEALER
- D. MINIMUS

WHICH OF THESE CHARACTERS CHANGED THE MOST IN THE STORY?

2277

- \*A. NAPOLEON
- B. BOXER
- C. SNOWBALL
- D. MR. JONES

HE THOUGHT THAT THE ANIMALS WOULD LEAD A SIMPLE BUCOLIC LIFE IN THE POST-REVOLUTION ERA.

2278

- A. NAPOLEON
- B. BOXER
- \*C. OLD MAJOR
- D. SNOWBALL

\*\*\*\*\*

THE STUDENT WILL SHOW THAT HE RECALLS THE VARIOUS CHARACTERS IN \*ANIMAL FARM\* BY IDENTIFYING THE SPEAKERS OF GIVEN CHARACTERISTIC QUOTATIONS. %50

0265

MATCH THE QUOTATION WITH ITS SPEAKER.

197

LET US FACE IT - OUR LIVES ARE MISERABLE, LABORIOUS AND SHORT. WE ARE BORN, WE ARE GIVEN JUST SO MUCH FOOD AS WILL KEEP THE BREATH IN OUR BODIES AND THOSE OF US WHO ARE CAPABLE OF IT, ARE FORCED TO WORK TO THE LAST ATOM OF OUR STRENGTH, AND THE VERY INSTANCE THAT OUR USEFULNESS HAS COME TO AN END, WE ARE SLAUGHTERED WITH HIDEOUS CRUELTY.

2279

- A. SNOWBALL
- B. NAPOLEON
- \*C. OLD MAJOR
- D. SQUEALER

NO SENTIMENTALITY, COMRADE! WAR IS WAR. THE ONLY GOOD HUMAN IS A DEAD ONE.

2280

- \*A. SNOWBALL
- B. BOXER
- C. CLOVER
- D. MOSES

IF COMRADE NAPOLEON SAYS IT, IT MUST BE RIGHT.

2281

- A. SNOWBALL

- \*B. BOXER
- C. CLOVER
- D. MOSES

\*BEASTS OF ENGLAND\* WAS THE SONG OF THE REBELLION. BUT THE REBELLION IS NOW COMPLETED. THE EXECUTION OF THE TRAITORS THIS AFTERNOON WAS THE FINAL ACT.

2282

- A. SNOWBALL
- B. BOXER
- \*C. SQUEALER
- D. BENJAMIN

IF YOU HAVE YOUR LOWER ANIMALS TO CONTEND WITH, WE HAVE OUR LOWER CLASSES

2283

- \*A. PILKINGTON
- B. MR. JONES
- C. MR. FREDERICK
- D. MR. WHYMPER

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE HIS COMPREHENSION THE LITERARY TERMS IRONY, SATIRE, ALLEGORY, AND TURNING POINT BY SELECTING EVENTS FROM \*ANIMAL FARM\* THAT ILLUSTRATE THE TERMS. %30

0266

DIRECTIONS  
SELECT THE BEST ANSWER FOR THE QUESTION.

THE TURNING POINT IN THIS WORK IS WHICH EVENT

2284

- A. THE BATTLE OF COWSHED
- \*B. THE OUSTING OF SNOWBALL
- C. THE BATTLE OF THE WINDMILL
- D. THE SENDING OF BOXER TO THE KNACKER, S

WHICH OF THESE PASSAGES WOULD ILLUSTRATE IRONY

2285

- \*A. THE CAT JOINED THE RE-EDUCATION COMMITTEE AND WAS VERY ACTIVE IN IT FOR DAYS. SHE WAS SEEN ONE DAY SITTING ON A ROOF AND TALKING TO SOME SPARROWS WHO WERE JUST OUT OF HER REACH. SHE WAS TELLING THEM THAT ALL ANIMALS WERE NOW COMRADES AND THAT ANY SPARROW WHO CHOSE COULD COME AND PERCH ON HER PAW.
- B. THE TWO HORSES HAD JUST LAIN DOWN WHEN A BROOD OF DUCKLINGS, WHICH HAD LOST THEIR MOTHER, FILED INTO THE BARN, CHEEPIERLY AND WANDERING FROM SIDE TO SIDE, TO FIND SOME PLACE WHERE THEY WOULD NOT BE TRODDEN ON. CLOVER MADE A SORT OF WALL ROUND THEM WITH HER GREAT FORELEG, AND THE DUCKLINGS NESTLED DOWN INSIDE IT AND PROMPTLY FELL ASLEEP.
- C. WHILE MAJOR WAS SPEAKING, FOUR LARGE RATS HAD CREPT OUT OF THEIR HOLES AND WERE SITTING ON THEIR HINDQUARTERS LISTENING TO THEM. THE DOGS HAD SUDDENLY CAUGHT SIGHT OF THEM, AND IT WAS ONLY BY A SWIFT DASH FOR THEIR HOLES, THAT THE RATS SAVED THEIR LIVES.
- D. IN PAST YEARS, MR. JONES ALTHOUGH A HARD MASTER, HAD BEEN A CAPABLE FARMER, BUT OF LATE, HAD FALLEN ON EVIL DAYS. HE HAD BECOME MUCH DISHEARTENED AFTER LOSING MONEY IN A LAWSUIT, AND HAD TAKEN TO DRINKING MORE THAN WAS GOOD FOR HIM.

WHICH ONE OF THE FOLLOWING LITERARY TERMS WOULD \*NOT\* APPLY TO \*ANIMAL FARM\*

2286

- A. POLITICAL SATIRE
- B. ANTI-UTOPIAN NOVELETTE
- \*C. TALL-TALE
- D. ALLEGORY

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF FACTS IN RUSSIAN HISTORY AS A BACKGROUND TO \*ANIMAL FARM\* BY CHOOSING THE DETAIL THAT BEST FITS THE STATEMENT. %100

0267

# DIRECTIONS

SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

THE FIRST DUMA IMMEDIATELY FOLLOWED

2287

- A. THE CRIMEAN WAR.
- B. THE EMANCIPATION OF THE SERFS.
- C. THE ACCESSION OF CZAR NICHOLAS II TO THE THRONE.
- \*D. THE WAR OF 1905 AGAINST JAPAN.

THE POLITICAL GROUP THAT CALLED FOR REFORM WITHIN THE EXISTING STRUCTURE WERE

2288

- \*A. KADETS.
- B. THE BOLSHEVISTS.
- C. THE MENSHEVISTS.
- D. THE NIHILISTS.

THE FEBRUARY REVOLUTION %1917 WAS IMMEDIATELY PRECEDED BY

2289

- A. THE ACCESSION OF CZAR NICHOLAS TO THE THRONE.
- B. THE BRUSILAV OFFENSIVE.
- C. THE DEATH OF RASPUTIN.
- \*D. THE BREAD RIOTS IN PETROGRAD.

THE FEBRUARY REVOLUTION %1917 WAS A TAKEOVER BY

2290

- A. THE PEASANTS.
- B. THE FACTORY WORKERS.
- \*C. THE MIDDLE CLASS.
- D. THE RANK AND FILE OF THE ARMY.

CZAR NICHOLAS II WAS MURDERED BY

2291

- A. THE KADETS.
- B. THE SOCIAL REVOLUTIONARIES.
- \*C. THE BOLSHEVISTS.
- D. THE MENSHEVISTS.

LENIN'S DEATH IN 1924 WAS FOLLOWED BY A POWER STRUGGLE BETWEEN STALIN AND

2292

- A. RYKOV.
- B. KERENSKY.
- \*C. TROTSKY.
- D. MILYUKOW.

DURING THE 1930'S THE \*RIGHTISTS\* WITHIN THE COMMUNIST PARTY

2293

- A. CALLED FOR A RETURN TO CZARDOM.
- \*B. SAID THAT EVERYONE SHOULD HAVE A RIGHT TO CRITICIZE STALIN.
- C. VOTED FOR A COMPLETE PURGE OF THE COMMUNIST PARTY.
- D. CALLED FOR AN ALL OUT EFFORT FOR WORLD-WIDE REVOLUTION.

THE PARTY PURGE THAT LIQUIDATED THE MOST PEOPLE OCCURRED UNDER THE LEADERSHIP OF

2294

\*\*\*\*\*

- A. LENIN.
- \*B. STALIN.
- C. MALENKOV.
- D. ZHUKOVSKY.

AFTER THE EXPULSION OF LEON TROTSKY

2295

- A. THE CULT OF STALINISM DECLINED IN IMPORTANCE.
- \*B. THE TROTSKYITES WERE VIGOROUSLY PERSECUTED.
- C. STALIN RESIGNED AS SECRETARY GENERAL OF THE COMMUNIST PARTY.
- D. STALIN RESIGNED AS PREMIER OF THE SOVIET UNION.

THE CULT OF STALINISM WAS \*NOT\* CHARACTERIZED BY

2296

- A. SUPPRESSION OF DISSENTING POLITICAL GROUPS.
- B. NARROW CONCENTRATION OF POWER.
- C. NARROW IDEOLOGICAL VIEWS.
- \*D. CONTINUAL DIVISION OF POWER.

\*\*\*\*\*

USING \*ANIMAL FARM\* AS AN ALLEGORY OF THE RUSSIAN REVOLUTION AND ITS AFTERMATH, THE STUDENT WILL DEMONSTRATE UNDERSTANDING OF THE CHARACTERS IN \*ANIMAL FARM\* BY MATCHING THE HISTORICAL PERSON OR GROUP WITH THE CORRECT CHARACTER OR GROUP OF CHARACTERS IN \*ANIMAL FARM\*. %5d

0268

MATCH THE HISTORICAL PERSON WITH THE CHARACTER WHO REPRESENTS HIM IN \*ANIMAL FARM\*.

0198

CZAR NICHOLAS II

2297

- \*A. MR. JONES
- B. MR. WHYMPER
- C. MR. PILKINGTON
- D. MR. FREDERICK

LEON TROTSKY

2298

- A. SQUEALER
- B. BOXER
- \*C. SNOWBALL
- D. CLOVER

KARL MARX

2299

- A. NAPOLEON
- \*B. OLD MAJOR
- C. SQUEALER
- D. SNOWBALL

THE COMMUNIST PARTY MEMBERS

2300

- A. ALL THE ANIMALS OF THE ANIMAL FARM
- \*B. THE PIGS
- C. THE CHICKENS
- D. THE DOGS

THE \*OGPU\*

2301

- A. THE SHEEP
- B. THE CHICKENS
- \*C. THE DOGS
- D. THE CART-HORSES

\*\*\*\*\*

USING \*ANIMAL FARM\* AS AN ALLEGORY OF THE RUSSIAN REVOLUTION AND ITS AFTERMATH, THE STUDENT WILL DEMONSTRATE UNDERSTANDING OF THE IDEAS FROM THE WORK BY MATCHING THEM TO CORRESPONDING EVENTS IN MODERN RUSSIAN HISTORY. %4n 0269

MATCH THE EPISODE IN THE STORY WITH THE CORRECT HISTORICAL EVENT. 0199

MR. JONES ATTEMPTS TO RE-TAKE ANIMAL FARM 2302

- A. NAPOLEONIC WAR
- B. WORLD WAR I
- \*C. CIVIL WAR BETWEEN THE REDS AND WHITES
- D. WORLD WAR II

THE BUILDING OF THE WINDMILL 2303

- A. THE PARTY SPLIT OF 1903
- B. THE MOBILIZATION JUST BEFORE WORLD WAR I
- \*C. THE FIRST FIVE YEAR PLAN
- D. THE POLISH WAR OF 1920

THE BATTLE OF THE WINDMILL 2304

- A. THE OCTOBER REVOLUTION
- B. WORLD WAR I
- C. THE POLISH WAR OF 1920
- \*D. WORLD WAR II

THE HENS REFUSAL TO GIVE UP THE EGGS 2305

- A. REVOLUTION OF 1905
- B. OCTOBER REVOLUTION
- \*C. THE KULAK \*REBELLION\*
- D. THE POLITICAL DEVIATION OF RYKOV AND TOMSKY

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF THE CHARACTERS IN \*ANIMAL FARM\* BY CORRECTLY CHOOSING THE CHARACTER THAT MIGHT HAVE MADE THE GIVEN STATEMENTS. %6n 0270

SELECT THE CHARACTER MOST LIKELY TO MAKE THE STATEMENT. 0200

I DO THINGS BETTER WHENEVER MY THOUGHTS ARE ON CHAIRMAN NAO. 2306

- A. SNOWBALL
- B. SQUEALER
- \*C. BOXER
- D. MOSES

PRODUCTION IS UP TEN PERCENT BUT WE ARE STILL SHORT OF OUR GOAL. THEREFORE, WE MUST PUT IN TWO MORE HOURS PER WEEK. 2307

- A. SNOWBALL
- \*B. SQUEALER
- C. BOXER
- D. MOSFS

WE MUST BE ON THE CONSTANT LOOKOUT FOR COUNTER-REVOLUTIONARIES. I AM HAPPY TO INFORM YOU THAT OUR GLORIOUS LEADER HAS DEALT WITH THE TWO TRAITORS JONES AND RUTHERFORD. 2308

- A. SNOWBALL
- \*B. SQUEALER
- C. BOXER
- D. MOSES

CAPITALISM WILL EVENTUALLY FALL FROM ITS OWN WEIGHT.

2309

- \*A. OLD MAJOR
- B. BOXER
- C. CLOVER
- D. BENJAMIN

I AM THE STATE.

2310

- \*A. NAPOLEON
- B. SNOWBALL
- C. SQUEALER
- D. OLD MAJOR

GET RID OF THE CAPITALISTS AND EVERYTHING WILL BE ALL RIGHT.

2311

- A. NAPOLEON
- B. SNOWBALL
- C. SQUEALER
- \*D. OLD MAJOR

\*\*\*\*\*

THE STUDENT WILL SHOW UNDERSTANDING OF SATIRE IN \*ANIMAL FARM\* BY  
BY SELECTING PROBABLE EXPLANATIONS OF EVENTS IN RUSSIAN HISTORY  
THAT ARE PARALLELED BY EVENTS IN \*ANIMAL FARM\*. %9

0271

#### DIRECTIONS

SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

BEFORE THE RUSSIAN REVOLUTION THE RUSSIAN ORTHODOX CHURCH WAS

2312

- A. PERSECUTED BY THE STATE.
- B. SEPARATED FROM THE STATE.
- \*C. UNDER THE PROTECTION OF THE STATE.

KARL MARX GAVE THE COMMON PEOPLE

2313

- A. A STEP BY STEP FORMULA FOR REVOLUTION.
- \*B. THE REASONS WHY THEY SHOULD REVOLT.
- C. THE FORMULA FOR CO-EXISTENCE WITH THE RULING CLASSES.

ONE OF THE CHIEF REASONS FOR THE BLOODY PURGES OF THE 1930'S WAS  
THAT

2314

- A. THE COUNTER-REVOLUTION MUST BE HALTED.
- \*B. THE POWER OF THE STATE MUST BE FELT BY THE PEOPLE.
- C. THE STATE MUST BE SOLIDIFIED BEFORE A FOREIGN INVASION  
OCCURS.

IN THE 1920'S LEON TROTSKY ARGUED THAT THE COMMUNIST PARTY  
SHOULD CONCENTRATE ITS EFFORTS ON

2315

- A. BUILDING UP A HUGE DEFENSIVE ARMY.
- \*B. SPREADING PROPAGANDA FOR A WORLD WIDE REVOLUTION.
- C. COMPLETE COOPERATION WITH FASCIST GOVERNMENTS.

2315

THE PURPOSE OF THE FIRST FIVE YEAR PLAN WAS

2316

- A. TO BUILD AN EXTENSIVE NAVY.
- \*B. TO INDUSTRIALIZE THE SOVIET UNION.
- C. TO BUILD COOPERATION WITH CAPITALIST COUNTRIES.

IN THE 1930'S THE CULT OF \*STALINISM\* WAS

2317

- A. PREACHING COOPERATION WITH DISSIDENT POLITICAL GROUPS.
- \*B. SOLIDIFYING ITS OWN POSITION.
- C. GETTING READY TO STEP DOWN IN FAVOR OF A MORE DEMOCRATIC

FORM OF COMMUNISM.

WHEN THE BOLSHEVISTS TOOK OVER THE GOVERNMENT OF RUSSIA THEY

2318

- A. DISBANDED THE SECRET POLICE IMMEDIATELY.
- \*B. CHANGED THE NAME OF THE SECRET POLICE BUT RETAINED ITS FUNCTIONS.
- C. RETAINED THE SECRET POLICE INTACT DURING THE 1920,S BUT DISBANDED IT IN THE 1930,S.

IN THE SOVIET UNION

2319

- \*A. ONLY COMMUNIST PARTY MEMBERS HOLD THE HIGH NATIONAL OFFICES.
- B. NON-COMMUNIST HOLD ABOUT HALF OF THE HIGH NATIONAL OFFICES.
- C. ONLY THE PREMIER IS A COMMUNIST. THE REST ARE NOT.

BY 1942 STALIN HAD BECOME

2320

- A. PREMIER OF THE SOVIET UNION.
- B. SECRETARY GFNERAL OF THE COMMUNIST PARTY.
- \*C. BOTH PREMIER OF THE SOVIET UNION AND SECRETARY GFNERAL OF THE COMMUNIST PARTY.

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE COMPREHENSION OF \*ANIMAL FARM\* BY SELECTING THE INTERPRETATION OF A GIVEN STATEMENT FROM THE NOVEL-ETTE. %40

0272

DIRECTIONS

SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

THE CENTRAL IRONIC LESSON IN \*ANIMAL FARM\* IS

2321

- A. SENDING BOXER TO THE KNACKER,S.
- \*B. FALSIFYING OLD MAJOR,S TEACHINGS.
- C. BUILDING THE WINDMILL AFTER SNOWBALL,S DEPARTURE.
- D. TEACHING THE ANIMALS HOW TO READ THE SEVEN COMMANDMENTS.

ALL ANIMALS ARE EQUAL BUT SOME ANIMALS ARE MORE EQUAL THAN OTHERS MEANS THAT

2322

- A. ALL THE ANIMALS ON ANIMAL FARM ARE REALLY EQUAL.
- \*B. THE PIGS ARE SUPERIOR TO THE OTHER ANIMALS.
- C. THE ANIMALS ARE SUPERIOR TO THE HUMANS.
- D. THE HUMANS ARE SUPERIOR TO THE ANIMALS.

FOUR LEGS GOOD, TWO LEGS BETTER MEANS THAT

2323

- \*A. THE PIGS ARE SUPERIOR TO THE OTHER ANIMALS.
- B. ALL THE ANIMALS ARE EQUAL.
- C. THE HUMANS ARE SUPERIOR TO THE PIGS.
- D. ALL ANIMALS SHOULD LEARN TO WALK ON TWO LEGS.

THE MOST SYMBOLIC ITEM USED IN \*ANIMAL FARM\* WAS

2324

- A. OLD MAJOR,S SKULL.
- \*B. THE WINDMILL.
- C. THE FLAG.
- D. THE GATE.

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO UNDERSTAND THE CHARACTERS IN \*ANIMAL FARM\* BY MATCHING THE CHARACTER TRAIT TO THE CORRECT CHARACTER. %100

0273



SELECT THE CHARACTER BEST DESCRIBED BY THE GIVEN TRAIT.

EGOTISM

- A. OLD MAJOR
- B. SNOWBALL
- \*C. NAPOLEON
- D. BOXER

0201

2325

GULLIBILITY

- A. OLD MAJOR
- B. SNOWBALL
- C. NAPOLEON
- \*D. BOXER

2326

DECEITFULNESS

- A. OLD MAJOR
- \*B. SQUEALER
- C. BENJAMIN
- D. CLOVER

2327

SKEPTICISM

- A. OLD MAJOR
- B. SQUEALER
- \*C. BENJAMIN
- D. CLOVER

2328

FRIVOLOUSNESS

- A. CLOVER
- B. BOXER
- \*C. MOLLIE
- D. MINIMUS

2329

FAITHFULNESS

- A. CLOVER
- \*B. BOXER
- C. MOSES
- D. BENJAMIN

2330

MANAGERIAL ABILITY

- \*A. SNOWBALL
- B. SQUEALER
- C. BOXER
- D. CLOVER

2331

BLIND Obedience

- A. THE HENS
- \*B. THE SHEEP
- C. THE COWS
- D. THE PIGS

2332

IDEALISM

- \*A. OLD MAJOR
- B. SNOWBALL
- C. SQUEALER
- D. NAPOLEON

2333

DIM-WITTEDNESS

- A. SNOWBALL
- B. SQUEALER
- \*C. BOXER

2334

D. MOSES

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF \*ANIMAL FARM\* BY  
SELECTING THE COMPLETION OF GIVEN QUOTATIONS FROM THE STORY. %6□

0274

SELECT THE STATEMENT THAT COMPLETES THE GIVEN QUOTATION.

0202

YOU YOUNG PORKERS WHO ARE SITTING IN FRONT OF ME, EVERYONE OF  
YOU WILL SCREAM YOUR LIVES OUT AT THE BLOCK WITHIN A YEAR. TO  
THAT HORROR WE ALL MUST COME - COWS, PIGS, HENS, SHEEP,  
EVERYONE.

2335

A. YOU, CLOVER, WHEN YOU CAN NO LONGER PULL A CART, JONES WILL  
GET RID OF YOU.

\*B. YOU, BOXER, THE VERY DAY THAT THOSE GREAT MUSCLES OF YOURS  
LOSE THEIR POWER JONES WILL SELL YOU TO THE KNACKER.

C. YOU, MURIEL, WHERE ARE THOSE FOUR KIDS YOU BORE, WHO SHOULD  
HAVE BEEN SUPPORT AND PLEASURE OF YOUR OLD AGE?

AT THE MEETINGS SNOWBALL OFTEN WON OVER THE MAJORITY BY HIS  
BRILLIANT SPEECHES, BUT NAPOLEON WAS BETTER AT CANVASSING SUPPORT  
FOR HIMSELF IN BETWEEN TIMES. HE WAS ESPECIALLY SUCCESSFUL  
WITH THE SHEEP. OF LATE THE SHEEP HAD TAKEN TO BLEATING

2336

\*A. FOUR LEGS GOOD, TWO LEGS BAD.

B. LONG LIVE ANIMAL FARM.

C. NAPOLEON IS ALWAYS RIGHT.

CLOVER WARNED HIM SOMETIMES TO BE CAREFUL NOT TO OVERSTRAIN  
HIMSELF BUT BOXER WOULD NEVER LISTEN TO HER. HIS TWO SLOGANS  
%WERE□ I WILL WORK HARDER AND

2337

A. FOUR LEGS GOOD, TWO LEGS BAD.

B. LONG LIVE ANIMAL FARM.

\*C. NAPOLEON IS ALWAYS RIGHT.

DAY AND NIGHT WE ARE WATCHING OVER YOUR WELFARE. IT IS FOR  
YOUR SAKE THAT WE DRINK THAT MILK AND EAT THOSE APPLES. DO  
YOU KNOW WHAT WOULD HAPPEN IF WE PIGS FAILED IN OUR DUTY?

2338

A. MR. FREDERICK WOULD TAKE OVER ANIMAL FARM.

\*B. JONES WOULD COME BACK.

C. MR. WHYMPER WOULD CHEAT US.

HE ANNOUNCED THAT, BY A SPECIAL DECREE OF COMRADE NAPOLEON,  
\*BEASTS OF ENGLAND\* HAD BEEN ABOLISHED. FROM NOW ONWARDS IT WAS  
FORBIDDEN TO SING IT. IT'S NO LONGER NEEDED, COMRADE, SAID  
SQUEALER STIFFLY.

2339

A. IT NOW INFERS THAT WE ARE BENEATH HUMANS.

\*B. BEASTS OF ENGLAND WAS THE SONG OF THE REBELLION. BUT THE  
REBELLION IS NOW COMPLETED.

C. WE NO LONGER NEED A RALLYING CRY SINCE COMRADE NAPOLEON  
HAS CONSENTED TO DIRECT US.

FOR ONCE BENJAMIN CONSENTED TO BREAK HIS RULE, AND HE READ OUT  
TO HER WHAT WAS WRITTEN ON THE WALL. THERE WAS NOTHING THERE NOW  
EXCEPT A SINGLE COMMANDMENT. IT READ -

2340

A. NAPOLEON IS ALWAYS RIGHT.

\*B. ALL ANIMALS ARE EQUAL BUT SOME ANIMALS ARE MORE EQUAL THAN  
OTHERS.

C. WHATEVER GOES UPON TWO LEGS IS AN ENEMY. WHATEVER GOES  
UPON FOUR LEGS, OR HAS WINGS IS A FRIEND.

\*\*\*\*\*

THE STUDENT SHALL DEMONSTRATE HIS KNOWLEDGE OF SEQUENCE OF EVENTS  
IN \*ANIMAL FARM\* BY INDICATING WHICH OF A GIVEN SERIES OF EVENTS  
OCCURRED FIRST. %50

0275

SELECT THE EVENT WHICH OCCURRED \*FIRST\* IN \*ANIMAL FARM\*.

0203

- A. THE SEVEN COMMANDMENTS ARE PLACED ON THE SIDE OF THE BARN.
- \*B. THE ANIMALS ARE TAUGHT THE SONG \*BEASTS OF ENGLAND\*.
- C. THE VARIOUS ANIMAL COMMITTEES ARE FORMED.
- D. \*MANOR FARM\* IS CHANGED TO \*ANIMAL FARM\*.

2341

- A. MOLLIE LEAVES THE FARM.
- \*B. MR. JONES LEAVES THE FARM.
- C. SNOWBALL LEAVES THE FARM.
- D. BOXER LEAVES THE FARM.

2342

- \*A. OLD MAJOR DIES.
- B. BOXER DIES.
- C. MR. JONES DIES.
- D. MURIEL DIES.

2343

- \*A. THE PIGS SLEEP IN BEDS.
- B. THE PIGS KILL OTHER ANIMALS.
- C. THE PIGS DRINK ALCOHOL.
- D. THE PIGS WALK ON TWO LEGS.

2344

- A. THE ANIMALS VENERATE OLD MAJOR'S SKULL.
- B. NAPOLEON ACQUIRES A PERSONAL BODY GUARD.
- C. THE PIGS BEGIN TO CHANGE THE SEVEN COMMANDMENTS.
- \*D. THE ANIMALS DECIDE TO DECORATE SNOWBALL AND BOXER FOR  
HEROISM.

2345

\*\*\*\*\*

THE STUDENT CAN SHOW HIS KNOWLEDGE OF THE PLOT ORGANIZATION OF  
\*APRIL MORNING\* BY SELECTING THE BASIS FOR CHAPTER DIVISIONS. %10

0212

DIRECTIONS

SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

THE BOOK \*APRIL MORNING\* IS ORGANIZED INTO CHAPTERS BASED ON

2082

- A. CHARACTERIZATIONS.
- \*B. PLOT INCIDENTS.
- C. TIME PERIODS.

\*\*\*\*\*

THE STUDENT WILL SHOW HIS ABILITY TO IDENTIFY THE THEME OF  
THE BOOK \*APRIL MORNING\* BY SELECTING IT FROM A GIVEN LIST. %10

0221

DIRECTIONS

SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

THE THEME OF \*APRIL MORNING\* IS

2107

- A. MAN VS MAN.

- B. MAN VS SOCIETY.
- C. MAN VS NATURE.
- D. MAN VS HIMSELF.

\*\*\*\*\*

THE STUDENT WILL SHOW HIS KNOWLEDGE OF THE SETTING IN \*APRIL MORNING\* BY SELECTING THE TIME AND PLACE FROM ALTERNATIVES. %10 0223

DIRECTIONS  
SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

THE SETTING OF \*APRIL MORNING\* IS 2109

- A. BEFORE AND AFTER THE BOSTON MASSACRE IN MASSACHUSETTS.
- \*B. BEFORE AND AFTER THE BATTLE OF LEXINGTON IN MASSACHUSETTS.
- C. BEFORE AND AFTER THE BATTLE OF BULL RUN IN VIRGINIA.

\*\*\*\*\*

THE STUDENT WILL SHOW THAT HE UNDERSTANDS THE LITERARY TECHNIQUE OF FORESHADOWING BY CHOOSING AN EXAMPLE OF FORESHADOWING IN \*APRIL MORNING\*. %10 0224

DIRECTIONS  
SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

A FORESHADOWING EXAMPLE WHICH FAST USED IN \*APRIL MORNING\* IS 2110

- \*A. LEVI,S NIGHTMARE.
- B. ADAM,S INCANTATION AT THE WILL.
- C. THE NIGHT HORSEBACK MESSAGE.

\*\*\*\*\*

THE STUDENT WILL SHOW HIS KNOWLEDGE OF THE PLOT DETAILS IN THE BOOK \*APRIL MORNING\* BY HOWARD FAST BY SELECTING ANSWERS TO QUESTIONS BASED ON CHARACTERS AND PLOT INCIDENTS. %90 0225

DIRECTIONS  
SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

MEMBERS OF ADAM,S IMMEDIATE FAMILY WERE 2111

- A. ADAM, GRANNY, RUTH, LEVI, MOSES.
- B. ADAM, SARAH, LEVI, RUTH, MOSES.
- \*C. ADAM, SARAH, GRANNY, LEVI, MOSES.

THE WARNING EXPRESS HORSEBACK RIDER STOPPED AT THE COMMON TO TELL THE CROWD 2112

- A. THAT THE BRITISH WERE COMING TO PUT AN END TO LOCAL MILITIA DRILLING.
- B. THAT THE BRITISH WERE COMING TO SEIZE THE MUSTER BOOK AND TAKE INTO CUSTODY ITS SIGNERS.
- \*C. THAT THE BRITISH WERE COMING TO CAPTURE THE STORES OF AMMUNITION.

THE LEXINGTON MILITIA CHOSE THE REVEREND TO BE THE SPOKESMAN FOR THEM BECAUSE 2113

- \*A. HE CARRIED NO WEAPONS.
- B. HE WAS ONE OF THE BEST TALKERS IN THE LEXINGTON AREA.

C. HE WAS CHAIRMAN OF THE LOCAL MILITIA.

THE LEXINGTON MILITIA NUMBERED

2114

- \*A. UNDER 75 MEN.
- B. BETWEEN 75 AND 100 MEN.
- \*C. BETWEEN 100 AND 150 MEN.

THE LEXINGTON MILITIA DIDN'T FIRE ON THE BRITISH BECAUSE

2115

- A. THE BRITISH OUTNUMBERED THEM.
- \*B. THEY EXPECTED TO BE ABLE TO REASON WITH THE REDCOATS.
- C. THEY REALIZED THEIR SQUIRREL AND BIRDSHOT GUNS WOULD BE USELESS.

ADAM WAS

2116

- \*A. 17 YEARS OLD.
- B. 16 YEARS OLD.
- \*C. 15 YEARS OLD.

THE BRITISH COMMANDING OFFICER AT LEXINGTON WAS

2117

- A. GAGE.
- B. BRADFORD.
- \*C. PITCAIRN.

SOLOMON CHANDLER SAID THE BRITISH WERE HANDICAPPED BY

2118

- A. POOR DISCIPLINE.
- B. POOR COMMAND.
- \*C. EXCESSIVELY HEAVY GEAR.

THE BRITISH SOLDIERS WERE FORMER

2119

- A. SAILORS AND OFFICERS OF THE BRITISH NAVY.
- \*B. JAIL INMATES AND ALLEY SWEEPINGS.
- C. AMERICAN TORIES.

\*\*\*\*\*

THE STUDENT WILL SHOW KNOWLEDGE OF \*GULLIVERS TRAVELS\* BY  
SELECTING ANSWERS TO QUESTIONS BASED ON STORY DETAIL. %90

0087

DIRECTIONS

SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

\*GULLIVERS TRAVELS\* WAS WRITTEN

3100504

- A. ABOUT ONE HUNDRED YEARS AGO.
- B. FIFTY YEARS AGO.
- \*C. MORE THAN TWO HUNDRED YEARS AGO.
- D. LESS THAN FIFTY YEARS AGO.

3100504  
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THE SECTION OF \*GULLIVERS TRAVELS\* CALLED \*GULLIVER IN LILLIPUT\*  
TELLS ABOUT THE

3100505  
3100505  
3100505  
3100505  
3100505  
3100505

- A. THE AUTHOR'S ADVENTURES WITH PIRATES.
- B. GULLIVERS ADVENTURES WITH PIRATES.
- C. THE AUTHOR'S ADVENTURES AS A CAPTAIN.
- \*D. SEVERAL ADVENTURES OF GULLIVER.

THE AUTHOR OF GULLIVER IN LILLIPUT WAS

3100506  
506  
3100506  
3100506  
3100506

- A. JOSEPH SWIFT
- \*B. JONATHAN SWIFT.
- C. JOHN HURGO.
- D. JONATHAN BEAN.

HIS BUFF JERKIN DESCRIBES AN ARTICLE OF CLOTHING WORN BY	3100507
GULLIVER. IT WAS MADE OF	3100507
A. SILK FROM CHINA.	3100507
B. SATIN FROM INDIA.	3100507
*C. LEATHER FROM AN OX.	3100507
D. COTTON FROM CAIRO, EGYPT.	3100507

GULLIVERS INTENSE HUNGER WAS MADE KNOWN BY	3100508
A. A LOUD CRY.	3100508
*B. A FINGER IN HIS MOUTH.	3100508
C. RUBBING HIS STOMACH.	3100508
D. WAVING HIS HANDS AND ARMS.	3100508

FINALLY, FOOD WAS BROUGHT TO GULLIVER, IT INCLUDED	3100509
A. FRIED CHICKEN.	3100509
B. HOT DOGS.	3100509
*C. LEG OF LAMB.	3100509
D. ROAST DUCK.	3100509

HAVING *SEVERAL SLENDER LIGATURES ACROSS MY BODY* IS THE SAME	3100511
AS	3100511
A. HAVING SEVERAL LASHES WITH A SHIP.	3100511
B. BEING BOUND BY BANDAGES.	3100511
C. CROSSING THE BODY WITH LEG IRONS.	3100511
*D. BEING RESTRAINED BY STRIPS AND BANDS.	3100511

WHAT DOES GULLIVER MEAN WHEN HE SAID FOREBEAR SHEWING MY	3100512
IMPATIENCE O SELECT IF IT MEANS TO	3100512
A. SHOW YOUR FORE-PARENTS.	3100512
*B. KEEP FROM SHOWING.	3100512
C. CONTINUE TO SHOW.	3100512
D. STOP SHOWING ONCE YOU HAVE STARTED.	3100512

\*\*\*\*\*

THE STUDENT WILL SHOW UNDERSTANDING OF *GULLIVER IN LILLIPUT* BY	0085
SELECTING ANSWERS TO QUESTIONS BASED ON THE STORY. %4	

DIRECTIONS  
SELECT THE BEST ANSWER FOR THE QUESTION.

THE MAIN THEME OF MOST OF THE WORKS WRITTEN BY JONATHAN SWIFT WAS	3100500
*NOT* WHICH ONE OF THE ITEMS LISTED BELOW	3100500
A. FOIBLES OF PEOPLE	3100500
B. VICES OF PEOPLE	3100500
C. FOLLIES OF PEOPLE	3100500
*D. BELIEFS OF PEOPLE	3100500

GULLIVERS ENCOUNTER WITH THE LILLIPUTIANS TAUGHT HIM TO	3100501
*A. RESPECT THE LITTLE PEOPLE SINCERELY.	3100501
B. HATE ALL LITTLE PEOPLE VIOLENTLY.	3100501
C. LOVE ALL LITTLE PEOPLE DEARLY.	3100501
D. TOLERATE ALL LITTLE PEOPLE UNWILLINGLY.	3100501

WHICH WOULD YOU CHOOSE AS THE SENTENCE *BEST* STATING THE MAIN	3100502
IDEA OF THIS SATIREO	3100502
A. A SHIPWRECKED SAILOR HIMSELF STRANDED ON A DESERTED ISLAND	3100502
WITHOUT FOOD OR DRINK.	3100502
B. AN ISLAND INHABITED BY PYGMIES IS INVADDED BY A GIANT WHO	3100502
DEPLETED THEIR FOOD SUPPLIES.	3100502

- C. A HUNGRY SHIPWRECKED SAILOR FINDS HIMSELF CAPTIVE AMONG FRIENDLY NATIVES, WHO FEED HIM. 3100502  
 \*D. A LONE SURVIVOR OF A WRECKED SHIP FINDS HIMSELF CAPTIVE ON AN ISLAND AMONG UNFRIENDLY NATIVES. 3100502  
 3100502  
 3100502

\*\*\*\*\*

THE STUDENT CAN SHOW HIS ABILITY TO IDENTIFY POINT OF VIEW IN A NOVEL BY SELECTING THE CORRECT POINT OF VIEW IN \*JOHNNY TREMAIN\* AND \*APRIL MORNING\*. %1n 0222

# DIRECTIONS

SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

THE POINT OF VIEW IN \*JOHNNY TREMAIN\* BY ESTHER FORBES AND \*APRIL MORNING\* BY HOWARD FAST IS 2108

- A. TWO MINOR CHARACTERS TELLING THE STORY.
- B. THE MAIN CHARACTERS TELLING THE STORY.
- \*C. THE AUTHORS TELLING THE STORY.

\*\*\*\*\*

THE STUDENT WILL SHOW UNDERSTANDING OF THE SYMBOLISM IN CHAPTER TITLES IN \*JOHNNY TREMAIN\* BY SELECTING THE CORRECT INTERPRETATION OF A GIVEN CHAPTER TITLE. %1n 0254

# DIRECTIONS

SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

IN THE TITLE, \*AN FARTH OF BRASS\*, THE WORD BRASS SYMBOLIZES. 2219

- A. A SHINY, BRIGHT METAL.
- B. A LIFE OF MEDIOCRITY.
- C. A LOSS OF SELF-CONFIDENCE.
- \*D. A BRAZEN SELF-CONFIDENCE.

\*\*\*\*\*

THE STUDENT WILL SHOW UNDERSTANDING OF THE PLOT LINE IN \*JOHNNY TREMAIN\* BY IDENTIFYING THE SUB-PLOT. %1n 0256

# DIRECTIONS

SELECT THE BEST ANSWER FOR THE QUESTION.

WHAT IS THE SUB-PLOT OF THE STORY? 2222

- A. THE ACTIVITIES OF THE PATRIOTS UNDER THE LEADERSHIP OF SAM ADAMS
- \*B. JOHNNY'S SEARCH FOR HIS TRUE IDENTITY
- C. THE FORTUNES AND MISFORTUNES OF THE LAPHAM GIRLS, ISANNAH AND CILLA
- D. THE BOSTON TEA PARTY AND THE RESULTANT SEVERE PUNISHMENT ENVOCKED ON THE BOSTONIANS BY ENGLAND

\*\*\*\*\*

THE STUDENT CAN DEMONSTRATE HIS COMPREHENSION OF THE TECHNIQUE OF THE AUTHOR FOR SHOWING THE SOCIAL INJUSTICES AND SYMPATHY FOR \*JOHNNY TREMAIN\* BY SELECTING THE ACTION CHOSEN BY THE AUTHOR TO 0257



TO ILLUSTRATE THESE. %20

DIRECTIONS

SELECT THE BEST ANSWER FOR THE QUESTION.

HOW DOES THE AUTHOR OF \*JOHNNY TREMAIN\* CONVEY THE PROBLEMS OF SOCIAL INJUSTICE THAT EXIST IN BOSTON AT THIS TIME?

2223

- A. JOHNNY'S REJECTION BY SOCIETY WHEN HE IS HANDICAPPED AND BECOMES A USELESS MEMBER OF SOCIETY
- B. JOHNNY MUST EAT IN THE KITCHEN OF THE AFRIC QUEEN
- C. THE COMPLETE DISDAIN SHOWN BY THE LYTE FAMILY WHEN HE INTRODUCED HIMSELF AS JONATHAN LYTE TREMAIN
- \*D. ALL THREE OF THE ABOVE

HOW DOES THE AUTHOR OF \*JOHNNY TREMAIN\* CREATE SYMPATHY FOR JOHNNY?

2224

- A. MR. LAPHAM ASSURED JOHNNY HE WOULD ALWAYS HAVE A HOME
- B. CILLA ALWAYS SLIPPED FOOD INTO JOHNNY'S POCKET SO HE WOULD NOT GO HUNGRY WHILE JOB HUNTING
- \*C. JOHNNY FLUNG HIMSELF ON HIS MOTHER'S GRAVE AND SOBBED BECAUSE EVEN GOD HAD TURNED AWAY FROM HIM
- D. ROB OFFERED JOHNNY A JOB AS DELIVERY BOY FOR THE \*OBSERVER\*

\*\*\*\*\*

THE STUDENT WILL SHOW HIS UNDERSTANDING OF CHARACTERS IN \*JOHNNY TREMAIN\* BY CHOOSING THE BEST ADJECTIVE TO COMPLETE CHARACTER DESCRIPTIONS. %10

0259

DIRECTIONS

SELECT THE BEST ANSWER FOR THE QUESTION.

MR. LAPHAM MAY BE CHARACTERIZED AS

2230

- \*A. KIND.
- B. ILL TEMPERED.
- C. SARCASTIC.

JOHNNY MAY BE CHARACTERIZED AS

2231

- A. L. ZY.
- B. UNDEPENDABLE.
- \*C. AUTOCRATIC.

DAVE MAY BE CHARACTERIZED AS

2232

- \*A. SURLY.
- B. TALENTED.
- C. DEPENDABLE.

MRS. LAPHAM MAY BE CHARACTERIZED AS

2234

- \*A. AMBITIOUS.
- B. UNDERSTANDING.
- C. WHINING.

CILLA MAY BE CHARACTERIZED AS

2235

- A. REFINED.
- \*B. GENTLE.
- C. OBEDIENT.

ISANNAH MAY BE CHARACTERIZED AS

2236

- A. HELPFUL.

- B. KIND.
- \*C. SELF-CENTERED.

RAR MAY BE CHARACTERIZED AS

2237

- A. SURLY.
- \*B. UNDERSTANDING.
- C. IMPOLITE.

MR. LYTE MAY BE CHARACTERIZED AS

2238

- \*A. DISHONEST.
- B. SELFISH.
- C. FORGIVING.

LANINIA LYTE MAY BE CHARACTERIZED AS

2239

- \*A. DOMINATING.
- B. THOUGHTFUL.
- C. KIND.

\*\*\*\*\*

THE STUDENT CAN SHOW HIS ABILITY TO INTERPRET THE ATTITUDE OF A CHARACTER TOWARD OTHER CHARACTERS AND EVENTS BY SELECTING THE BEST ALTERNATIVE FROM A LIST OF ALTERNATIVES. %50

0258

#### DIRECTIONS

SELECT THE BEST ANSWER FOR THE QUESTION.

WHAT WAS JOHNNY,S ATTITUDE TOWARD THE OTHER APPRENTICES0

2225

- A. SYMPATHETIC
- \*B. ARROGANT
- C. KIND
- D. HELPFUL

WHAT CAUSED DAVE TO DELIBERATELY GIVE JOHNNY A CRACKED CRUCIBLE TO USE0

2226

- \*A. HATRED
- B. STUPIDITY
- C. IRRESPONSIBILITY
- D. THOUGHTLESSNESS

WHAT IS JOHNNY,S IMMEDIATE ATTITUDE TOWARD HIS HANDICAP0

2227

- A. PASSIVITY
- B. FUTILITY
- \*C. RESENTMENT
- D. AUDACIOUSNESS

WHEN HE FIRST BEGINS WORKING FOR MR. LORNE, WHAT IS JOHNNY,S ATTITUDE TOWARD THE WHIG MOVEMENT0

2228

- A. JOHNNY WAS FANATICALLY DEDICATED.
- \*B. JOHNNY WAS CURIOUS ABOUT THE INTENT OF THE MOVEMENT.
- C. JOHNNY WAS UNINTERESTED IN THE MOVEMENT.
- D. JOHNNY WAS GATHERING INFORMATION USEFUL TO THE TORIES.

WHAT INCIDENT SOLIDIFIED JOHNNY,S ATTITUDE BY GIVING HIM A SUFFICIENT PHILOSOPHICAL BASIS FOR JOINING THE MOVEMENT0

2229

- A. SAM ADAMS SKILLED MANIPULATION OF THE PATRIOTS AND GENERAL POPULACE.
- B. MR. LYTE,S ANTAGONISM TOWARD THE MOVEMENT.
- C. ROB,S COMPLETE DEDICATION TO THE MOVEMENT.
- D. JAMES OTIS, STATEMENT THAT THE PURPOSE WAS \*THAT A MAN CAN

213

STAND UP\*.

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF PLOT DETAIL IN \*JOHNNY TREMAIN\* PY CHOOSING THE DETAIL WHICH CORRECTLY ANSWERS THE QUESTION. %10n 0260

DIRECTIONS :  
SELECT THE BEST ANSWER FOR THE QUESTION.

WHAT WAS THE CHIEF MEANS OF TRANSPORTATION USED IN BOSTON IN 17730 2240

- A. COACH
- B. WAGON
- \*C. HORSEBACK

TO BECOME A MASTER TRADESMAN, HOW LONG DID AN APPRENTICE IN BOSTON HAVE TO SERVE HIS MASTER0 2241

- A. 2 YEARS
- B. 5 YEARS
- \*C. 7 YEARS
- D. 11 YEARS

WHICH ONE OF THE FOLLOWING OBJECTS WAS \*NOT\* COMMON TO THIS TIME PERIOD IN BOSTON0 2242

- A. TOWN CRIER
- \*B. SIDEWALKS
- C. CORBLF STONE STREETS
- D. TOWN PUMP

WHERE WAS THE LAPHAM HOUSE LOCATED0 2243

- A. ON NORTH SQUARE
- B. ON BEACON STREET
- \*C. ON HANCOCK,S WHARF
- D. BESIDE MILL COVE

WHY DID MR. LAPHAM ASK JOHNNY TO READ THE CHOSEN BIBLICAL PASSAGES0 2244

- A. JOHNNY READ EASILY AND WELL.
- B. JOHNNY WAS HELPING CILLA LEARN HOW TO READ.
- C. JOHNNY READ THE BIBLE JUST LIKE A PREACHER.
- \*D. MR. LAPHAM WAS TRYING TO TEACH JOHNNY TO BE MORE HUMBLE AND MODEST BEFORE GOD AND MAN .

WHY DID MR. HANCOCK COME TO THE SILVERSMITH SHOP0 2245

- A. HE CAME TO TALK POLITICS WITH MR. LAPHAM.
- \*B. HE CAME TO ORDER A SUGAR BASIN TO MATCH ONE MR. LAPHAM HAD MADE 4 YEARS AGO.
- C. HE CAME TO URGE MR. LAPHAM TO VOTE FOR HIM IN THE NEXT ELECTION.
- D. HE CAME TO COLLECT THE RENT DUE ON THE LAPHAM HOUSE.

WHAT SECRET DID JOHNNY SHARE WITH CILLA THE NIGHT THEY TOOK ISANNAH TO THE END OF THE WHARF0 2246

- A. JOHNNY TOLD CILLA OF HIS PLANS TO OWN HIS OWN SILVERSMITH SHOP.
- B. JOHNNY TOLD CILLA ABOUT HIS MOTHER.
- \*C. JOHNNY TOLD CILLA HE WAS RELATED TO THE LYTE FAMILY OF BOSTON.

D. JOHNNY TOLD CILLA HE COULD NOT FORM THE HANDLE ON THE SUGAR BASIN.

WHY DOES JOHNNY ASK PAUL REVERE TO HELP HIM FORM THE HANDLE ON THE SUGAR BASIN?

2247

- A. JOHNNY DID NOT THINK MR. LAPHAM COULD HELP HIM PERFECT IT.
- B. MR. LAPHAM WAS TOO BUSY WORKING ON THE BODY OF THE SUGAR BASIN.
- C. MR. LAPHAM WAS IN A HURRY TO COMPLETE THE JOB.
- \*D. JOHNNY WAS A PERFECTIONIST AND COULD NOT BE SATISFIED WITH HIS IMPERFECT WORK.

HOW DID DAVE HANDICAP JOHNNY'S EFFORTS TO COMPLETE THE SUGAR BASIN ON TIME?

2248

- A. DAVE FAILED TO INFORM JOHNNY THAT THE CHARCOAL HAD BEEN DEPLETED.
- B. DAVE DEIFIED JOHNNY BY WASTING VALUABLE TIME IN HIS EFFORTS TO GET MORE CHARCOAL.
- C. DAVE BROUGHT BACK INFERIOR CHARCOAL.
- \*D. ALL THREE OF THE ABOVE.

WHAT CAUSED CILLA'S SURPRISE WHEN JOHNNY SHOWED HER THE SILVER CUP HIS MOTHER HAD GIVEN HIM?

2249

- \*A. IT HAD THE CREST OF THE LYTE FAMILY ENGRAVED ON IT.
- B. IT WAS SO LARGE AND SO HEAVY CILLA COULD HARDLY LIFT IT.
- C. IT WAS NOT AS BEAUTIFUL AS SHE HAD ANTICIPATED.
- D. IT WAS UNBELIEVABLE THAT JOHNNY OWNED SUCH A VALUABLE PIECE OF SILVER.

\*\*\*\*\*

THE STUDENT WILL SHOW HIS KNOWLEDGE OF THE CHRONOLOGICAL ORDER OF EVENTS IN THE STORY \*JOHNNY TREMAIN\* BY CHOOSING THE \*FIRST\* EVENT THAT OCCURRED FROM A SELECTION OF EVENTS. %3

0261

THE STUDENT WILL SELECT THE ANSWER WHICH STATES THE EVENT WHICH \*PRECEEDS\* THE OTHER EVENTS LISTED.

0196

AFTER THE TRIAL, JOHNNY IMMEDIATELY

2250

- A. JOINED ROB AT THE PRINTING SHOP.
- \*B. HAD LUNCH WITH MR. QUINCY, CILLA, AND ISANNAH AT THE AFRIC QUEEN.
- C. RETURNED TO THE LAPHAM HOUSE.

JOHNNY BECAME INVOLVED WITH THE OBSERVER'S CLUB WHEN

2251

- A. HE WAS AWAITING HIS TRIAL.
- B. SAM ADAMS NOTICED HIM AT THE AFRIC QUEEN.
- \*C. HE WAS HIRED BY MR. LORNE TO DELIVER PAPERS AND MESSAGES.

THE EVENT WHICH CAUSED THE FINALIZING OF PLANS FOR THE BOSTON TEA PARTY WAS

2252

- A. THE ARRIVAL OF THE THIRD SHIP, THE BEANER, ON DECEMBER 15TH.
- B. THE FAILURE OF MR. RATCH TO WIN HIS APPEAL TO THE GOVERNOR.
- \*C. THE WORDS SPOKEN BY MR. ADAMS AS HE CONCLUDED THE MEETING, THIS MEETING CAN DO NOTHING MORE TO SAVE THE COUNTRY.

\*\*\*\*\*

JOHNNY AS THE STORY PROGRESSES BY CHOOSING THE \*BEST\* ANSWER TO QUESTIONS ABOUT HIS PROGRESS TOWARD MANHOOD. BASED ON \*JOHNNY TREMAIN\*. %7d

DIRECTIONS:

SELECT THE BEST ANSWER FOR THE QUESTION.

HOW DOES JOHNNY PORTRAY THE TYPICAL ADOLESCENT BOY AT THE BEGINNING OF THE STORY?

2253

- A. JOHNNY WAS QUICK TO ACCEPT CRITICISM.
- B. JOHNNY EAGERLY HELPED THE OTHER APPRENTICES BOTH IN AND OUT OF THE SILVERSMITH SHOP.
- \*C. JOHNNY DAYDREAMED ABOUT HIS GREAT SUCCESS BY BECOMING THE GREATEST SILVERSMITH OF ALL TIME.
- D. JOHNNY WILLINGLY PERFORMED MENIAL TASKS SUCH AS BRINGING WATER FROM THE TOWN PUMP.

HOW DOES JOHNNY REACT WHEN HE IS FACED WITH THE NEED TO FIND A NEW JOB AFTER HIS ACCIDENT?

2254

- \*A. JOHNNY WAS SCORNFUL AND IMPATIENT AS HE BARGED INTO SHOP AFTER SHOP TO SEEK EMPLOYMENT.
- B. JOHNNY WAS QUICK TO EXPLAIN HIS HANDICAP AND SHOW HIS MAIMED HAND.
- C. JOHNNY TRIED TO MAKE A FAVORABLE IMPRESSION ON THOSE WHO INTERVIEWED HIM.
- D. JOHNNY WAS WILLING TO ACCEPT THE MOST MENIAL LABOR TO FEEL LIKE A PRODUCTIVE MEMBER OF SOCIETY.

IN WHAT NEW WAY DOES JOHNNY SHOW HIS IMMATURITY AFTER ISANNAH SCREAMED, DON'T TOUCH ME?

2255

- A. JOHNNY WITHDREW FROM HIS FRIENDS AND BECAME VERY SHY AND FRIGHTENED OF PEOPLE.
- \*B. JOHNNY TREATS THOSE HE VALUES SHABBILY BY SEEKING REVENGE FOR HIS IMAGINARY HURTS.
- C. JOHNNY BECOMES COMPLETELY SUBSERVIENT TO THOSE HE LOVES.

HOW DOES JOHNNY REACT TO HIS COMPLETE FEELING OF DESPAIR AFTER EVEN THE LAPHAMS HAVE TURNED HIM AWAY?

2256

- A. HE TAKES THE JOB AS PAPER BOY FOR MR. LORNE.
- B. HE TAKES ANY JOB WHETHER MINIAL OR OTHERWISE.
- \*C. HE TURNS TO MR. LYTF WHO HAS BECOME JOHNNY'S SAVIOR IN HIS DAYDREAMS.

WHAT WOULD BE EVIDENCE TO THE READER THAT JOHNNY IS MATURING AFTER HIS TRIAL IS OVER AND JOHNNY IS FREE?

2257

- A. HE TAKES THE JOB AS PAPER BOY FOR THE BOSTON \*OBSERVER\*.
- B. HE DEVELOPS NEW INTERESTS AND NEW FRIENDS.
- C. HE FORGETS HIS BITTERNESS AS HE WORKS WITH HIS IDOL, ROB.
- \*D. ALL THREE OF THE ABOVE

WHICH ONE OF THE IMPORTANT MEN INFLUENCED JOHNNY THE \*MOST\* DURING THIS PERIOD AFTER THE TRIAL?

2258

- A. SAM ADAMS
- \*B. JAMES OTIS
- C. PAUL REVERE
- D. LI. STRANGER

WHAT DOES JOHNNY DISCOVER ABOUT HIMSELF AS THE WAR APPROACHES?

2259

- A. HE IS A BRAVE HERO ANXIOUS TO BE IN BATTLE.
- B. HE HAS BEEN ABLE TO ACCEPT PUMPKIN'S DEATH PHILOSOPHICALLY.
- \*C. HE REALIZES HIS ACCIDENT WAS CAUSED BY HIS OWN CARELESSNESS

AND UNKINDNESS TO DAVE.

\*\*\*\*\*

THE STUDENT WILL SHOW HIS COMPREHENSION OF WARRANTED AND UNWARRANTED CONCLUSIONS CONCERNING CHARACTERS BY DISTINGUISHING BETWEEN THEM IN A GIVEN PASSAGE FROM \*TOM SAWYER\*. %2

0098

DIRECTIONS

84

READ THE PASSAGE IN THE BOOK \*TOM SAWYER\* PP. 92-93, BEGINNING WITH HE WAS THREATENING THE DOCTOR ---- TALK WONT WASH.

SOME CONCLUSIONS ARE STATED BELOW CONCERNING THE PASSAGE READ. CHOOSE THE CONCLUSION WHICH IS \*NOT\* WARRANTED.

3100571

3100571

A. IT IS CERTAIN THAT THE DOCTOR KNOCKED INJUN JOE DOWN ON THE GROUND.

3100571

3100571

B. IT IS CERTAIN THAT POTTER FOUGHT WITH THE DOCTOR.

3100571

C. IT IS CERTAIN THAT INJUN JOE PICKED UP POTTERS KNIFE.

3100571

\*D. IT IS CERTAIN THAT THE DOCTOR WAS A VERY FRIGHTENED MAN.

3100571

SOME CONCLUSIONS ARE STATED BELOW CONCERNING THE PASSAGE READ. CHOOSE THE CONCLUSION WHICH IS \*NOT\* WARRANTED.

3100572

3100572

A. INJUN JOE KILLED THE DOCTOR BY STABBING HIM WITH A KNIFE.

3100572

\*B. POTTER STARTED BLEEDING WHEN HE WAS INJURED WITH A KNIFE.

3100572

C. INJUN JOE PUT THE KNIFE IN POTTERS RIGHT HAND.

3100572

D. THE BOYS RAN AWAY THE MOMENT THE CLOUDS CAME.

3100572

\*\*\*\*\*

THE STUDENT WILL SHOW UNDERSTANDING OF THE ELEMENTS OF SETTING IN A STORY %LOCATION, TIME, AND MOOD% BY CHOOSING THE PARTICULAR ELEMENT ILLUSTRATED IN A GIVEN PARAGRAPH. \*QUESTIONS ARE BASED ON THE NOVEL \*TOM SAWYER\*. %6

0095

DIRECTIONS

81

EACH OF THE FOLLOWING STATEMENTS SHOWS ONE OF THE ELEMENTS OF THE SETTING. SELECT THE ELEMENT ILLUSTRATED.

A. LOCATION

B. PERIOD OF TIME

C. MOOD

HIS CAP WAS A DAINTY THING. HIS CLOSE-BUTTONED BLUE CLOTH ROUNDABOUT WAS NEW AND NATTY AND SO WERE HIS PANTALOONS.

0556

0556

JIM WAS ONLY HUMAN....HE PUT DOWN HIS PAIL....AND BENT OVER THE TOE WITH ABSORBING INTEREST... IN ANOTHER MOMENT HE WAS FLYING DOWN THE STREET WITH HIS PAIL AND A TINGLING REAR, TOM WAS WHITEWASHING WITH VIGOR, AND AUNT POLLY WAS RETIRING FROM THE FIELD WITH A SLIPPER IN HER HAND AND TRIUMPH IN HER EYES. \*C

3100557

3100557

3100557

3100557

3100557

3100557

THEY HAD PADDOLED OVER TO THE MISSOURI SHORE...LANDING FIVE OR SIX MILES BELOW THE VILLAGE. \*A

3100558

3100558

A FEW MINUTES LATER TOM WAS IN THE SHOAL WATER OF THE BAR WADING TOWARD THE ILLINOIS SIDE. \*A

3100559

3100559

AND BEHOLD THEY WERE GLAD THEY HAD GONE INTO SAVAGERY, FOR THEY

217

3100560



HAD GAINED SOMETHING. THEY COULD NOW SMOKE A LITTLE WITHOUT  
HAVING TO GO AND HUNT FOR A LOST KNIFE. \*C

0560  
3100560

BRINGING WATER FROM THE TOWN PUMP HAD ALWAYS BEEN HATEFUL WORK.  
\*B

3100561

\*\*\*\*\*  
THE STUDENT WILL SHOW HIS COMPREHENSION OF THE CRITERIA FOR  
JUDGING CHARACTER %WHAT THE CHARACTER SAYS, WHAT HE DOES, WHAT  
OTHERS SAY ABOUT HIM, WHAT HE THINKS, AND WHAT THE AUTHOR SAYS  
ABOUT HIM BY ATTRIBUTING TO GIVEN QUOTATIONS FROM A CLASS NOVEL  
THE SPECIFIC CRITERION REPRESENTED BY EACH. BASED ON \*TOM SAWYER\*. %6n

0096

#### DIRECTIONS

82

EACH OF THE FOLLOWING QUOTATIONS INDICATES SOMETHING ABOUT THE  
CHARACTER OF TOM SAWYER OR HUCK FINN. MARK THE CRITERION FOR  
JUDGING CHARACTER USED IN THE QUOTATION.

- A. WHAT THE CHARACTER SAYS
- B. WHAT THE CHARACTER DOES
- C. WHAT OTHER CHARACTERS SAY ABOUT HIM
- D. WHAT THE CHARACTER THINKS
- E. WHAT THE AUTHOR SAYS ABOUT HIM

THE NEXT MOMENT HE WAS SHOWING OFF WITH ALL HIS MIGHT - CUFFING  
BOYS, PULLING HAIR, MAKING FACES - IN A WORD USING EVERY ART TO  
FASCINATE A GIRL AND WIN HER APPLAUSE. \*B

3100562  
3100562  
3100562

EVERY TIME I LET HIM OFF, MY CONSCIENCE DOES HURT ME SO, AND  
EVERY TIME I HIT HIM MY OLD HEART MOST BREAKS. \*D

3100563  
3100563

I COULD LICK YOU WITH ONE HAND TIED BEHIND ME IF I WANTED TO .  
\*A

3100564

IF ONLY HE HAD A CLEAN SUNDAY-SCHOOL RECORD HE WOULD BE WILLING  
TO GO, AND BE DONE WITH IT. NOW AS TO THIS GIRL, WHAT HAD HE  
DONE? NOTHING. \*D

3100565  
3100565  
3100565

TOM WAS SUCH A COMFORT TO ME, ALTHOUGH HE TORMENTED MY OLD HEART  
OUT OF ME. \*C

3100566

ALL THE CHILDREN ADMIRER HIM SO, AND DELIGHTED IN HIS FORBIDDEN  
SOCIETY, AND WISHED THEY DARED TO BE LIKE HIM. \*E

3100567  
3100567

\*\*\*\*\*  
THE STUDENT WILL ANALYZE STATEMENTS CONCERNING CHARACTERS IN  
ORDER TO DISTINGUISH BETWEEN STATEMENTS OF FACT AND STATEMENTS OF  
OPINION BY SELECTING FROM A GROUP OF STATEMENTS THE ONE WHICH IS  
VERIFIABLE. %3n

0097

IN THE FOLLOWING GROUPS OF SENTENCES, DISTINGUISH BETWEEN  
STATEMENTS OF FACT AND STATEMENTS OF OPINION. CHOOSE THE ONE  
SENTENCE THAT IS STATEMENT OF FACT.

0083

- \*A. HUCK FINN WAS THE SON OF THE TOWN DRUNKARD.
- B. DEAD CATS AND SPIRIT WATER WILL CURE WARTS.
- C. HUCK WAS A LONELY BOY.
- D. EVERYONE CONSIDERED HUCK A BAD BOY.

3100568  
3100568  
3100568  
3100568



- |  |         |
|--|---------|
| A. TOM SAWYER WAS MORE FORTUNATE THAN BOYS OF TODAY.                     | 3100569 |
| B. TOM WAS AN IGNORANT COUNTRY BOY BECAUSE HE DIDNT LIKE SCHOOL.         | 3100569 |
| *C. TOM CALLED HIMSELF THE BLACK AVENGER OF THE SPANISH MAIN.            | 3100569 |
| D. TOM, HOW COULD YOU BE SO NOBLEO SAID BECKY.                           | 3100569 |
|  |         |
| A. MR. DOBBINS, THE VILLAGE SCHOOL MASTER, WAS A DISAPPOINTED MAN.       | 3100570 |
| B. HE TOOK VINDICTIVE PLEASURE IN PUNISHING THE LEAST SHORT-COMING.      | 3100570 |
| *C. THE SIGN PAINTERS BOY HAD GILDED HIS HEAD.                           | 3100570 |
| D. IT WAS THE MOST MERCILESS FLOGGING MR. DOBBINS HAD EVER ADMINISTERED. | 3100570 |

\*\*\*\*\*  
 THE STUDENT WILL SHOW HIS KNOWLEDGE OF THE CHARACTERS IN \*THE YEARLING\* BY RECALLING WHICH CHARACTERS SAID GIVEN QUOTATIONS. 0340  
 %5n

DIRECTIONS 281  
 MATCH THE QUOTATION WITH THE SPEAKER.

HOWDY, SIR. I,M RIGHT SMART TOL,ABLE SEEIN AS HOW I BE NEAR ABOUT 2930  
 DONE FOR. TRUTH TO TELL, I,D OUGHT TO BE DEAD THIS MINUTE AND  
 GONE TO GLORY, BUT I KEEP PUTTIN IT OFF. SEEMS LIKE I,M BETTER  
 ACQUAINTED HERE.  
 A. JODY  
 B. PENNY  
 \*C. PA FORRESTER  
 D. LFM

MY BOYS IS ROUGH, I KNOW. THEY DON,T DO WHAT THEY OUGHT. THEY 2931  
 DRINK A HEAP AND THEY FIGHT AND ARY WOMAN WANTS TO GIT AWAY FROM  
 FM, HAS GOT TO RUN LIKE A DOE. BUT I,LL SAY THIS FOR EM - THEY  
 AIN,T NARY ONE OF EM HAS EVER CUSSED HIS MOMMY OR HIS PAPPY AT  
 THE TABLF.  
 A. MA BAXTER  
 \*B. MA FORRESTER  
 C. TWINK WFATHERLY  
 D. GRANDMA HATTO

I JEST HADN,T NEVER SET OOWN AND RECKENED THE TIME. THE YEARS HAS 2932  
 SLIPPED BY ME, ONE BY ONF, ME NOT NOTICIN OR COUNTIN. EVER  
 SPRING, I,D FIGGER TO GIT YOUR MA A WELL DUG. THEN I,D NEED A OX,  
 OR THE COW,D BOG DOWN AND PERISH, OR ONE O THE YOUNGUNS,D PUT  
 IN AND DIE AND I,D HAVE NO FOR WELL-DIGGIN ..... BUT TWENTY  
 YEARS IS TOO LONG TO ASK ANY WOMAN TO DO HER WASHIN ON A SEEPAGE  
 HILLSIDE.  
 A. JODY  
 \*B. PENNY  
 C. LEM  
 D. OLIVER

SHE DON,T APPRECIATE HIM, SHE SAID. SHE JEST DON,T KNOW ANY 2933  
 BETTER..... A WOMAN HAS GOT TO LOVE A BAD MAN ONCE OR TWICE IN  
 HER LIFE, TO BE THANKFUL FOR A GOOD ONE.  
 A. MA BAXTER  
 B. MA FORRESTER  
 C. TWINK WEATHERLY

\*D. GRANDMA HATTO

HE SAID TO IT, SOMEDAY I,LL BUILD ME A HOUSE HERE. AND I,LL GIT  
YOU A DOE, AND WE,LL ALL LIVE HERE BY THE POOL.

2934

- \*A. JODY
- B. BUCK
- C. MILL-WHEEL
- D. MY. BOYLE

\*\*\*\*\*

THE STUDENT WILL SHOW COMPREHENSION OF CHARACTERS IN \*THE  
YEARLING\* BY DETERMINING WHAT A GIVEN CHARACTER WOULD DO IN A  
HYPOTHETICAL SITUATION. %50

0341

DIRECTIONS

282

SELECT THE BEST COMPLETION.

MA BAXTER IS ALONE IN THE CLEARING. SHE SEES OLD SLEWFOOT  
CLIMBING THE FENCE. SHE WOULD

2935

- A. RUN FOR A GUN.
- \*B. SCREAM FOR HELP.
- C. FAINT FROM FRIGHT.
- D. CHASE THE BEAR WITH HER BROOM.

PENNY BAXTER SEES A STRANGER FALL INTO THE RIVER. HE WOULD

2936

- A. RUN FOR HELP.
- \*B. JUMP IN AND HELP.
- C. CALL FOR HELP.
- D. CONTINUE ON HIS WAY.

JODY %AS HE IS PRESENTED IN THE FIRST PART OF THE NOVEL% IS IN  
THE CLEARING ALONE AND UNOBSERVED. HE HEARS A BIRD CALLING. HE  
WOULD

2937

- \*A. DROP HIS WORK AND RUN TO THE GLEN.
- B. FINISH HIS WORK IF HIS FATHER INSISTED.
- C. FINISH HIS WORK AND THEN RUN TO THE GLEN.

JODY %AS HE IS PRESENTED IN THE FINAL PART OF THE NOVEL% IS IN  
THE CLEARING ALONE AND UNOBSERVED. HE HEARS A BIRD CALLING. HE  
WOULD

2938

- \*A. DROP HIS WORK AND RUN TO THE GLEN.
- B. FINISH HIS WORK IF HIS FATHER INSISTED.
- \*C. FINISH HIS WORK THEN RUN TO THE GLEN.

LEM FORRESTER SEES A RABBIT CAUGHT IN A TRAP BUT NOT DEAD. HE  
WOULD

2939

- A. SHOOT THE RABBIT TO PUT IT OUT IF ITS MISERY.
- B. SHOOT THE RABBIT BECAUSE HE NEEDED FOOD.
- \*C. SHOOT THE RABBIT FOR FUN.
- D. SHOOT THE RABBIT FOR ITS HIDE.

\*\*\*\*\*

THE STUDENT WILL SHOW KNOWLEDGE OF THE CHRONOLOGICAL ORDER OF  
EVENTS IN \*THE YEARLING\* BY PLACING THE ITEMS IN THE CORRECT  
ORDER. %360

0342

DIRECTIONS

283

ARRANGE THE FOLLOWING EVENTS FROM CHAPTER 1 IN CHRONOLOGICAL ORDER.

- A. JODY RETURN HOME
- B. JODY MAKES THE FIRST FLUTTER MILL
- C. JODY LEAVES THE HOPING TO GO PLAY
- D. JODY WHIRLS HIMSELF INTO DIZZINESS

*C	2940
*B	2941
*D	2942
*A	2943

DIRECTIONS

ARRANGE THE FOLLOWING EVENTS FROM CHAPTER 2 IN CHRONOLOGICAL ORDER.

- A. LEM FORRESTER NAMES \*PENNY\*
- B. PENNY GOES OFF TO WAR
- C. PENNY MARRIES ORA
- D. PENNY MOVES TO THE SCRUB

*C	2944
*D	2945
*B	2946
*A	2947

DIRECTIONS

ARRANGE THE FOLLOWING EVENTS FROM CHAPTER 2 IN CHRONOLOGICAL ORDER.

- A. SLEWFOOT KILLS OLD BETSY
- B. MA BAXTER SERVES BREAKFAST
- C. PENNY DISCOVERS BETSY'S DEATH
- D. JODY WORRIES ABOUT BEING UGLY

*A	2948
*D	2949
*C	2950
*B	2951

DIRECTIONS

ARRANGE THE FOLLOWING EVENTS FROM CHAPTER 3 IN CHRONOLOGICAL ORDER.

- A. JODY IS CONCERNED ABOUT BEING AFRAID
- B. PENNY DECIDES TO HUNT SLEWFOOT
- C. THE HUNTERS CROSS THE SAW GRASS
- D. JULIA CORNERS OLE SLEWFOOT

*B	2952
*A	2953
*C	2954
*D	2955

DIRECTIONS

287

ARRANGE THE FOLLOWING EVENTS FROM CHAPTER 3 IN CHRONOLOGICAL ORDER.

- A. THE BEAR GETS AWAY
- B. JULIA IS HURT
- C. THE GUN BACK-FIRES
- D. JODY AND PENNY EAT LUNCH

\*C

\*B

\*A

\*D

2956

2957

2958

2959

DIRECTIONS

ARRANGE THE FOLLOWING EVENTS FROM CHAPTER 5 IN CHRONOLOGICAL ORDER.

288

- A. PENNY AND JODY GO TO THE FORRESTERS
- B. THE FORRESTERS DOGS GET INTO A FIGHT
- C. FODDERWING SHOWS JODY HIS RACCOON
- D. PENNY DECIDES TO TRADE

\*D

\*A

\*B

\*C

2960

2961

2962

2963

DIRECTIONS

ARRANGE THE FOLLOWING EVENTS FROM CHAPTER 9 IN CHRONOLOGICAL ORDER.

289

- A. JODY EXPRESSES HIS WISH FOR A BABY ANIMAL.
- B. JODY AND PENNY CLEAN THE SINK-POLE
- C. MA BAXTER SERVES BREAKFAST
- D. PENNY KILLS A WHITE RACCOON

\*C

\*D

\*B

\*A

2964

2965

2966

DIRECTIONS

ARRANGE THE FOLLOWING EVENTS FROM CHAPTER 10 IN CHRONOLOGICAL ORDER.

290

- A. PENNY AND JODY WATCH THE WHOOPIN CRANE
- B. JODY GETS SICK
- C. PENNY AND JODY WERE IN A TRANCE FROM SEEING BEAUTY
- D. PENNY AND JODY GO FISHING

\*B

\*D

\*A

\*C

2968

2969

2970

2971

DIRECTIONS  
ARRANGE THE FOLLOWING EVENTS FROM CHAPTER 11 IN CHRONOLOGICAL ORDER.

291

- A. PENNY AND JODY VISIT GRANDMA HUTTO
- B. PENNY AND JODY SWIM IN THE RIVER
- C. PENNY AND JODY SHOP WITH MR. BOYLES
- D. JODY THROWS A POTATO AT EULALIE

*C	2972
*D	2973
*A	2974
*B	2975

\*\*\*\*\*

THE STUDENT WILL BE ABLE TO DISTINGUISH BETWEEN METAPHOR, PERSONIFICATION AND SIMILE WHEN HE IS PRESENTED WITH QUOTATIONS FROM \*THE YEARLING\*. %11m

0343

DIRECTIONS  
DETERMINE WHETHER THE GIVEN PHRASE IS A SIMILE, A METAPHOR, OR AN EXAMPLE OF PERSONIFICATION AND MARK THE CORRECT ANSWER ACCORDINGLY.

292

YOU GITTIN \*SLICK AS A CLAY ROAD IN THE RAIN\*.

2976

- \*A. SIMILE
- B. METAPHOR
- C. PERSONIFICATION

SMALL CLOUDS WERE STATIONARY, \*LIKE BALLS OF COTTON\*.

2977

- \*A. SIMILE
- B. METAPHOR
- C. PERSONIFICATION.

THE AFTERNOON WAS ALIVE

2979

- A. SIMILE
- B. METAPHOR
- \*C. PERSONIFICATION

IT %THE SKY WAS \*AS BLUE AS HIS HOMESPUN SHIRT\*, DYED WITH GRANDMA HUTT'S INDIGO.

2980

- \*A. SIMILE
- B. METAPHOR
- C. PERSONIFICATION

IT WAS AS THOUGHT THE BANKS \*CUPPED GREEN LEAFY HANDS\* TO HOLD IT.

2981

- A. SIMILE
- B. METAPHOR
- \*C. PERSONIFICATION

THEN IT MADE A RIPPLING SOUND, FLOWING PAST HIS \*PIPE-STEM LEGS\*.

2982

- A. SIMILE
- \*B. METAPHOR
- C. PERSONIFICATION

THE DUSKY GLEN LAID COOL HANDS ON HIM. 2983  
 A. SIMILE  
 B. METAPHOR  
 \*C. PERSONIFICATION

A SHAFT OF SUNLIGHT, WARM AND THIN \*LIKE A LIGHT PATCHWORK 2984  
 QUILT\*, LAY ACROSS HIS BODY.  
 \*A. SIMILE  
 B. METAPHOR  
 C. PERSONIFICATION

THE PALM-LEAF PADDLES WERE \*FRAIL\* BUT \*THEY MADE A BRAVE SHOW 2985  
 OF STRENGTH.\*  
 A. SIMILE  
 B. METAPHOR  
 \*C. PERSONIFICATION

THE CLOUDS ROLLED TOGETHER INTO GREAT \*WHITE BILLOWING FEATHER 2986  
 BOLSTERS.\*  
 A. SIMILE  
 \*B. METAPHOR  
 C. PERSONIFICATION

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE KNOWLEDGE OF TYPES OF POEMS %BALLAD, 0011  
 LYRIC, LIMERICK, SONNET BY MATCHING THE TYPE OF POEM WITH THE  
 STATEMENT THAT DESCRIBES IT. %40

( DIRECTIONS 11  
 SELECT THE LFTTERS OF THE DEFINITION THAT CORRESPONDS TO THE TYPE  
 OF POEM NAMED.

A. A NARRATIVE POEM, OFTEN MEANT FOR SINGING, CHARACTERIZED BY  
 SIMPLICITY OF LANGUAGE. LOVE, HONOR, OR DEATH ARE USUAL  
 SUBJECTS.

B. A POEM WITH A SINGLE SPEAKER WHO EXPRESSES PERSONAL THOUGHT  
 OR EMOTION ABOUT A SUBJECT.

C. A HUMOROUS OR NONSENSICAL POEM HAVING FIVE LINES.

D. A FOURTEEN-LINE LYRIC POEM, USING RHYME.

THE STATEMENT THAT DESCRIBES A \*LYRIC POEM\* IS \*B 3100022

THE STATEMENT THAT DESCRIBES A \*BALLAD\* IS \*A 3100023

THE STATEMENT THAT DESCRIBES A \*SONNET\* IS \*D 3100024

THE STATEMENT THAT DESCRIBES A \*LIMERICK\* IS \*C 3100025

\*\*\*\*\*

THE STUDENT WILL SHOW KNOWLEDGE OF VOCABULARY RELATED TO READING 0062  
 AND INTERPRETATION OF POETRY BY MATCHING STATEMENTS DESCRIBING

EACH TYPE OF POEM WITH THE TERMS NARRATIVE, LYRIC, LIMERICK, OR CHORAL READING. %80

DIRECTIONS - MATCH THE DEFINITION WITH ONE OF THE TYPES OF POEMS LISTED BELOW.

0052

- A. NARRATIVE POEM
- B. LYRIC POEM
- C. LIMERICK
- D. CHORAL READING

A POEM THAT USUALLY EXPRESSES PERSONAL THOUGHTS OR FEELINGS \*B 3100375

A POEM THAT USUALLY TELLS A STORY \*A 3100376

A HUMOROUS POEM WITH A REGULAR PATTERN OF RHYME AND RHYTHM \*C 3100377

POEMS READ ALOUD WITH OTHER PEOPLE \*D 3100378

DIRECTIONS  
SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

VERSE HAVING NO RHYME OR REGULAR RHYTHM IS 3100379

- A. METRICAL. 3100379
- \*B. FREE. 3100379
- C. NARRATIVE. 3100379
- D. IRREGULAR. 3100379

THE BASIC RHYTHM OF A POEM IS CALLED 3100380

- A. METRICAL. 3100380
- B. FREE VERSE. 3100380
- C. STRESSED. 3100380
- \*D. PREVAILING METER. 3100380

CHORAL READING GROUPS ARE OFTEN DIVIDED INTO 3100381

- A. LOW, MEDIUM VOICES. 3100381
- B. LOW AND HIGH. 3100381
- \*C. LOW, MEDIUM, HIGH. 3100381
- D. MEDIUM AND HIGH. 3100381

IN A CHORAL READING GROUP TIME IS KEPT BY 3100382

- A. THE ENTIRE GROUP. 3100382
- B. THE FIRST ROW. 3100382
- \*C. THE DIRECTOR. 3100382
- D. THE LEADER IN THE FRONT ROW. 3100382

\*\*\*\*\*

GIVEN A \*POEM\*, THE STUDENT WILL DEMONSTRATE HIS COMPREHENSION OF THAT POEM BY SELECTING A STATEMENT WHICH BEST EXPRESSES THE LOGICAL, THOUGH POSSIBLY IMPLICIT, CONCLUSION OF THE POEM. 0183  
BASED ON \*THE ANGRY MAN\*. %10

THE ANGRY MAN

154

%TAKEN FROM POEM, THE ANGRY MAN BY PHYLLIS MCGINLEY

THE OTHER DAY I CHANCED TO MEET  
AN ANGRY MAN UPON THE STREET --  
A MAN OF WRATH, A MAN OF WAR,  
A MAN WHO TRUCULENTLY BORE  
ON HIS SHOULDER, LIKE A LANCE,



AND WHEN I ASKED HIM WHY HE STRODE  
THUS SCOWLING DOWN THE HUMAN ROAD,  
SCOWLING, HE ANSWERED, I AM HE  
WHO CHAMPIONS TOTAL LIBERTY --  
INTOLERANCE BEING, MA AM, A STATE  
NO TOLERANT MAN CAN TOLERATE.

DIRECTIONS - WHICH OF THE FOLLOWING STATEMENTS MOST NEARLY  
EXPRESSES THE CONCLUSION OF THE POEM, THE ANGRY  
MAN ?

- 3102034  
3102034  
3102034  
3102034  
2034  
2034  
3102034  
3102034

THE STUDENT WILL SHOW HIS ABILITY TO INTERPRET THE IMAGERY IN  
A GIVEN POEM, \*SAND OF THE DESERT IN AN HOUR GLASS\*, BY  
SELECTING THE BEST INTERPRETATION OF A SPECIFIC WORD OR PHRASE  
OF THE POEM. %80

0031

SAND OF THE DESERT IN AN HOURGLASS

26

1. A HANDFUL OF RED SAND, FROM THE HOT CLIME
2. OF ARAB DESERTS BROUGHT,
3. WITHIN THIS GLASS BECOMES THE SPY OF TIME,
4. THE MINISTER OF THOUGHT.
5. HOW MANY WEARY CENTURIES HAS IT BEEN
6. ABOUT THOSE DESERTS BLOWNO
7. HOW MANY STRANGE VICISSITUDES HAS SEEN,
8. HOW MANY HISTORIES KNOWNO
9. PERHAPS THE CAMELS OF THE ISHMAELITE
10. TRAMPLED AND PASSED IT O ER,
11. WHEN INTO EGYPT FROM THE PATRIARCHS SIGHT
12. HIS FAVORITE SON THEY BORE.
13. PERHAPS THE FEET OF MOSES, BURNT AND BARE,
14. CRUSHED IT BENEATH THEIR TREAD,
15. OR PHARAOHS FLASHING WHEELS INTO THE AIR
16. SCATTERED IT AS THEY SPED,
17. OR MARY, WITH THE CHRIST OF NAZARETH
18. HELD CLOSE IN HER CARESS,
19. WHOSE PILGRIMAGE OF HOPE AND LOVE AND FAITH
20. ILLUMED THE WILDERNESS.
21. OR ANCHORITES BENEATH ENGADDIS PALMS
22. PACING THE DEAD SEA BEACH,
23. AND SINGING SLOW THEIR OLD ARMENIAN PSALMS
24. IN HALF-ARTICULATE SPEECH,
25. OR CARAVANS, THAT FROM BASSORAS GATE
26. WITH WESTWARD STEPS DEPART,
27. OR MECCAS PILGRIMS, CONFIDENT OF FATE,
28. AND RESOLUTE IN HEARTO
29. THESE HAVE PASSED OVER IT, OR MAY HAVE PASSEDO
30. NOW IN THIS CRYSTAL TOWER
31. IMPRISONED BY SOME CURIOUS HAND AT LAST,
32. IT COUNTS THE PASSING HOUR.
33. AND AS I GAZE, THESE NARROW WALLS EXPAND.
34. BEFORE MY DREAMY EYE
35. STRETCHES THE DESERT, WITH ITS SHIFTING SAND,
36. ITS UNIMPEDED SKY.
37. AND BORNE ALOFT BY THE SUSTAINING BLAST,
38. THIS LITTLE GOLDEN THREAD
39. DILATES INTO A COLUMN HIGH AND VAST,
40. A FORM OF FEAR AND DREAD.
41. AND ONWARD, AND ACROSS THE SETTING SUN,
42. ACROSS THE BOUNDLESS PLAIN,
43. THE COLUMN AND ITS BROADER SHADOW RUN,
44. TILL THOUGHT PURSUES IN VAIN.

45. THE VISION VANISHES0 THESE WALLS AGAIN

46. SHUT OUT THE LURID SUN,

47. SHUT OUT THE HOT, IMMEASURABLE PLAIN,

48. THE HALF-HOURS SAND IS RUNO

AFTER READING THE ABOVE POEM CAREFULLY, CHOOSE THE CORRECT RESPONSE TO THE FOLLOWING QUESTIONS.

THE MINISTER OF THOUGHT %LINE 40 IS REFERRING TO THE

A. CLIMATE.

B. DESERT.

\*C. SAND.

D. WILDERNESS.

3100224

3100224

3100224

3100224

3100224

HOW MANY HISTORIES KNOWN0 %LINE 80 REFERS TO THE

\*A. SANDS PAST.

B. SANDS FUTURE.

C. SANDS PAIN.

D. SANDS HAPPINESS.

3100225

3100225

3100225

3100225

3100225

HIS FAVORITE SON THEY BORE %LINE 120 RELATES TO

A. MOSES.

B. JESUS.

C. ABRAHAM.

\*D. JOSEPH.

3100226

3100226

3100226

3100226

3100226

WHOSE PILGRIMAGE OF HOPE AND LOVE AND FAITH %LINE 190 REFERS TO

A. MARYS CONTINUOUS PRAYERS.

B. MARYS NUMEROUS WORRIES.

C. MARYS WARMTH TOWARD JESUS.

\*D. MARYS FLIGHT INTO EGYPT.

0227

3100227

3100227

3100227

3100227

3100227

OR MECCAS PILGRIMS, CONFIDENT OF FATE %LINE 270 REFERS TO THE VOYAGE TO

A. BASSORA.

\*B. MECCA.

C. EGYPT.

D. ARABIA.

3100228

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3100228

THE IT MENTIONED IN THE SECOND STANZA %LINE 290 RELATES TO THE

A. TOWER.

B. DESERT.

\*C. SAND.

D. HOURGLASS.

3100229

3100229

3100229

3100229

3100229

AND AS I GAZE, THESE NARROW WALLS EXPAND %LINE 230 REFERS TO

A. LOOKING BEYOND THE SKY WITH GREAT THOUGHT.

B. PACING THE DEAD SEA BEACH.

C. ENTERING INTO MECCA WITH GREAT SATISFACTION.

\*D. LOOKING INTO THE HOURGLASS AND SEEING WHAT THE SANDS HAVE SEEN.

3100230

3100230

3100230

3100230

3100230

3100230

THESE WALLS AGAIN SHUT OUT THE LURID SUN %LINES 45 AND 460 REFERS TO THE

A. SKY AND WATER.

\*B. SUN AND DESERT.

C. HOUR PASSING.

D. WALLS AND SHADOWS.

3100231

231

3100231

3100231

3100231

3100231

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO ANALYZE STATEMENTS  
FOR FACT AND OPINION BY CATEGORIZING AS SUCH STATEMENTS FROM  
\*SEALAB II\* AND \*FROM FORCE TO LAW\*. %27

0026

AFTER READING \*SEALAB II\*, MARK THE STATEMENT EITHER FACT OR  
OPINION.

0022

- A. OPINION
- B. FACT

CARPENTER STAYED UNDER WATER FOR THIRTY DAYS. \*B

3100150

THE FOAM-RUBBER SUITS THE DIVERS WORE DID NOT KEEP THE COLD OUT.  
\*B

3100151

IT TOOK LONGER THAN NECESSARY FOR THE MEN TO GET USED TO THE  
WATER. \*A

3100152  
3100152

DIVERS REACT SLOWLY TO PROBLEMS. \*A

3100153

A DIVER HAS TOO MUCH TO THINK ABOUT. \*A

3100154

IT IS DANGEROUS FOR A DIVER TO CHANGE WATER PRESSURE TOO QUICKLY.  
\*B

3100155

TUFFY IS THE MOST UNUSUAL PORPOISE THAT EVER LIVED. \*A

3100156

TUFFY WAS ABLE TO SAVE DIVERS BY SWIMMING TO THEM WITH SAFETY  
LINES. \*B

3100157  
3100157

THE MAN WHO TRAINED TUFFY MUST HAVE BEEN A GOOD SWIMMER. \*A

3100158

LIFE ON BOARD SEALAB II WAS AS COMFORTABLE AS HOME. \*A

3100159

HELIUM IS LIGHTER THAN AIR. \*B

3100160

WATER WOULD NOT BOIL IN SELAB II UNTIL IT WAS HEATED TO OVER  
THREE HUNDRED DEGREES. \*B

3100161  
3100161

MAN IS HAPPIER UNDER WATER THAN ON LAND. \*A

3100162

BEING ABLE TO LIVE UNDER THE SEA IS A GREATER ACCOMPLISHMENT THAN  
ORBITING IN SPACE. \*A

3100163  
3100163

THERE ARE RESOURCES UNDER THE SEA THAT MAN CAN NOW INVESTIGATE.  
\*B

3100164

DIRECTIONS

23

AFTER READING \*FROM FORCE TO LAW\*, MARK THE STATEMENT EITHER FACT  
OR OPINION.

- A. OPINION
- B. FACT

DURING THE MIDDLE AGES ORDEAL BY FIRE WAS ONE METHOD USED TO  
INDICATE GUILT. \*B

3100165  
3100165

THE ORDEAL BY BATTLE WAS FAIRER THAN THE ORDEAL BY WATER. \*A

3100166

KING HENRY II BEGAN THE TRIAL BY JURY SYSTEM. \*B

3100167

229

THE PRINCIPLE THAT GOVERNMENT SHOULD BE BASED UPON LAW RATHER THAN FORCE WAS ENGLANDS GREATEST CONTRIBUTION TO CIVILIZATION. *A	3100168 3100168
KING JOHN WAS THE WORST RULER ENGLAND EVER HAD. *A	3100169
THE WISEST THING THE NOBLES DID WAS TO FORCE JOHN TO SIGN THE MAGNA CARTA. *A	3100170 3100170
THE MAGNA CARTA STATED THAT PEOPLE HAD CERTAIN RIGHTS AND THAT A KING HAD CERTAIN DUTIES TOWARD HIS PEOPLE. *B	3100171 3100171
RUNNYMEDE WAS LOCATED ON THE THAMES RIVER. *B	3100172
THE EFFORTS OF THE NOBLEMEN DID MORE HARM THAN GOOD. *A	3100173
THE BEST MOVE KING JOHN COULD MAKE WAS TO SUBMIT TO THE DEMANDS OF THE BARONS. *A	3100174 3100174
THE NAME JURORS COMES FROM THE LATIN WORD JURO, MEANING I SWEAR. *B	3100175

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE HIS COMPREHENSION OF THE TERM *PLOT* BY SELECTING FROM AMONG ALTERNATIVES A BRIEF SUMMARY OF THE PLOT OF *THE GRAVE GRASS QUIVERS*. %1d	0056
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CHOOSE THE ONE SENTENCE THAT SUMMARIZES THE PLOT OF THE GRAVE GRASS QUIVERS .	0047
---	------

THE PLOT DESCRIBES	3100365
*A. THE EXPERIENCES OF HOW A MAN AVENGED THE MURDER OF HIS FATHER AFTER SIXTY YEARS.	3100365
B. THE EXPERIENCES OF A GHOST IN A CEMETERY.	3100365
C. THE EXPERIENCES OF A FRONTIER SHERIFF IN CATCHING A MURDERER.	3100365
D. THE EXPERIENCES OF A YOUNG DOCTOR IN A FRONTIER TOWN WHO TOOK OVER THE PRACTICE OF AN OLD DOCTOR IN THE SAME TOWN.	3100365

\*\*\*\*\*

THE STUDENT WILL ANALYZE SHORT STORY EXCERPTS FROM A GIVEN SHORT STORY TO SELECT THE TECHNIQUES BY WHICH CHARACTER TRAITS ARE PRESENTED. BASED ON *THE GRAVE GRASS QUIVERS*. %3d	0060
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BELOW ARE TECHNIQUES USED BY AUTHORS TO IDENTIFY CHARACTER TRAITS.	0050
--	------

- A. CHARACTER TRAITS CAN BE IDENTIFIED FROM WHAT THE CHARACTER SAYS, DOES, AND THINKS.
- B. CHARACTER TRAITS CAN BE IDENTIFIED FROM WHAT OTHER CHARACTERS SAY ABOUT AND HOW THEY TREAT THE CHARACTER.
- C. CHARACTER TRAITS CAN BE IDENTIFIED FROM HOW THE AUTHOR DESCRIBES THE CHARACTER.

DIRECTIONS - USING THE CRITERIA ABOVE, SELECT THE CRITERION THAT IS USED BY THE AUTHOR IN THE QUOTE FROM \*THE GRAVE GRASS QUIVERS\* TO DESCRIBE THE CHARACTER TRAIT OF DR. MARTINDALE.

GO LONG WITH YOU, ORDERED DOC, FIRMLY. \*A 3100369

DOCS LIPS WERE THIN AND FIRM BENEATH HIS SCRAGGLY BEARD. \*C 3100370

ONE THING, I SAID, I CANT UNDERSTAND HOW YOU FOUND THE PLACE. 3100371

I CAN SEE HOW YOU REASONED OUT THE RESI - - -. \*B 3100371

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE HIS COMPREHENSION OF CHARACTER TRAITS BY IDENTIFYING THOSE CHARACTER TRAITS WHICH DESCRIBE A GIVEN CHARACTER OF THE SHORT STORY, \*THE GRAVE GRASS QUIVERS\*. 0061

%3□

DIRECTIONS 51

FROM THE LIST OF CHARACTER TRAITS BELOW, SELECT THE LETTER OF THE FOUR CHARACTER TRAITS THAT DESCRIBE THE CHARACTER FROM \*THE GRAVE GRASS QUIVERS\*. 0051

- |                |                   |
|----------------|-------------------|
| 1. CLEVERNESS  | 6. KINDLINESS     |
| 2. INTEGRITY   | 7. HONORABLENESS  |
| 3. LOYALTY     | 8. TRUTHFULNESS   |
| 4. SELFISHNESS | 9. DISHONESTY     |
| 5. CRAFTINESS  | 10. DETERMINATION |

THE CHARACTER TRAITS OF DR. MARTINDALE %OLD DOC THAT MADE HIM AVENGE HIS FATHERS MURDER AFTER SIXTY YEARS ARE 3100372

\*A. 1, 2, 3, 10. 3100372

B. 4, 6, 7, 8. 3100372

C. 2, 4, 5, 7. 3100372

D. 5, 6, 7, 8. 3100372

THE CHARACTER TRAITS OF ELI GOBLE ARE 3100373

A. 1, 2, 5, 9. 3100373

\*B. 4, 5, 9, 10. 3100373

C. 1, 2, 3, 6. 3100373

D. 6, 7, 8, 9. 3100373

THE ONE CHARACTER TRAIT MOST OBSERVED OF YOUNG DOC IN HIS RELATIONSHIP WITH OLD DOC IS 3100374

A. 6. 374

B. 1. 3100374

\*C. 3. 3100374

D. 10. 374

3100374

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USING HIS KNOWLEDGE OF \*THE LADY OR THE TIGER\*, THE STUDENT CAN SELECT THE ANSWER THAT COMPLETES AN ANALOGOUS SITUATION IN A MODERN SETTING. %6□ 0172

DIRECTIONS

SELECT THE BEST ANSWER FOR THE QUESTION.

IF THE PRESIDENT OF THE UNITED STATES OPERATED THE COUNTRY LIKE THE KING RULED HIS KINGDOM, FROM WHOM WOULD HE SEEK ADVICE? 3102012

A. HE WOULD CONSULT HIS DAUGHTER OR SON. 3102012

B. HIS WIFE WOULD BE ASKED FOR HER OPINION. 3102012

C. HIS VICE-PRESIDENT AND CABINET WOULD MAKE THE DECISION. 3102012



\*D. HE WOULD ASK NO ONE BUT WOULD MAKE THE DECISION HIMSELF. 3102012

WHAT FORM OF MODERN ENTERTAINMENT WOULD PROBABLY INTEREST THE KINGS SUBJECTS? 3102013

A. A COMEDY 3102013

\*B. STOCK CAR RACES 3102013

C. A LIGHT OPERA 3102013

D. A TRACK MEET 3102013

WHY WOULD THE KING NOT BE HAPPY WITH THE RESULT OF A MODERN TRIAL? 3102014

\*A. THE INNOCENT ARE NOT REWARDED. 3102014

B. THE PUNISHMENT IS TOO SEVERE. 3102014

C. THE JURY CAN HAND DOWN A DECISION TOO QUICKLY. 3102014

D. THERE IS TOO MUCH CHANCE IN THE JURYS DECISION. 3102014

IF A MODERN TEENAGER WERE TO REACT TO COMPETITION THE WAY THE BARBARIC PRINCESS DID, SHE WOULD HAVE WHAT EMOTION IF HER BOY-FRIEND BEGAN TO DATE HER BEST FRIEND? 3102015

A. MISERY 3102015

B. INDIFFERENCE 3102015

\*C. HATRED 3102015

D. HAPPINESS 3102015

WHICH OF THE FOLLOWING MAKES THIS STORY DIFFERENT FROM THE TRADITIONAL FAIRY TALE? 3102016

\*A. THE OUTCOME 3102016

B. THE THEME 3102016

C. THE CHARACTERS 3102016

D. THE CONFLICT 3102016

IN WHICH OF THE FOLLOWING BUILDINGS WOULD A MODERN AUDIENCE EXPECT TO SEE THE KINGS FORM OF JUSTICE? 3102017

A. COURT HOUSE 3102017

\*B. THEATER 3102017

C. PENITENTIARY 3102017

D. CHURCH 3102017

\*\*\*\*\*

USING VOCABULARY WORDS FROM \*THE LADY OR THE TIGER\*, THE STUDENT WILL ANALYZE THE RELATIONSHIP OF A GIVEN PAIR OF WORDS AND SELECT THE WORD WHICH WILL COMPLETE THE ANALOGY. %22 0165

DIRECTIONS - CHOOSE THE WORD WHICH BEST COMPLETES THE ANALOGIES BELOW. 0142

SAVAGE IS TO TAME AS \*BARBARIAN\* IS TO . 3101895

A. TIMID 3101895

B. UNCIVILIZED 3101895

\*C. CIVILIZED 3101895

D. DANGEROUS 3101895

MEAGER IS TO INSUFFICIENT AS \*EXUBERANT\* IS TO . 3101896

\*A. EXCESSIVE 3101896

B. SUFFICIENT 3101896

C. LACKING 3101896

D. MODERATE 3101896

SULLEN IS TO GLOOMY AS \*GENIAL\* IS TO 3101897



A. GRUMPY	3101897
B. SPIRITED	3101897
C. GLUM	3101897
*D. PLEASANT	3101897
FEAR IS TO COWARD AS *VALOR* IS TO	3101898
A. VILLIAN	3101898
*B. HERO	3101898
C. CLOWN	3101898
D. BULLY	3101898
UNPREJUDICED IS TO NEUTRAL AS *IMPARTIAL* IS TO	3101899
A. INVOLVED	3101899
B. IMPORTANT	3101899
*C. FAIR	3101899
D. UNFAIR	3101899
CEASE IS TO STOP AS *EMANATE* IS TO	3101900
A. CONTINUE	3101900
B. DECREASES	3101900
*C. EMERGE	3101900
D. FINISH	3101900
GOOD IS TO EVIL AS *INCORRUPTIBLE* IS TO	3101901
A. MISCHIEVOUS	3101901
B. INNOCENT	3101901
C. PURE	3101901
*D. WICKED	3101901
FORFEIT IS TO LOSE AS *PROCURE* IS TO	3101902
*A. ACQUIRE	3101902
B. MISLAY	3101902
C. INVENT	3101902
D. PENALIZE	3101902
DREARY IS TO JOYOUS AS *DOLEFUL* IS TO	3101903
A. SAD	3101903
*B. GAY	3101903
C. SORROWFUL	3101903
D. HILARIOUS	3101903
LISTLESS IS TO DULL AS *FERVENT* IS TO	3101904
A. WEAK	3101904
B. TIRED	3101904
C. SAVAGE	3101904
*D. SPIRITED	3101904
OBLIGATION IS TO DEBT AS *RETRIBUTION* IS TO	3101905
*A. PUNISHMENT	3101905
B. RETIREMENT	3101905
C. OBNOXIOUS	3101905
D. REWARD	3101905
WHOLE IS TO ALL AS *MOIETY* IS TO	3101906
A. EVERY	3101906
B. NONE	3101906
C. TOTAL	3101906
*D. HALF	3101906
HUMBLE IS TO MODEST AS *IMPERIOUS* IS TO	3101907
A. MISERABLE	3101907

- B. SHY
- \*C. HAUGHTY
- D. IMPORTANT

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DIRECT IS TO STRAIGHTFORWARD AS \*DEVIOUS\* IS TO

- A. UNSWERVING
- \*B. WANDERING
- C. STEADY
- D. DIVIDED

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REALITY IS TO FACT AS \*REVERIE\* IS TO

- \*A. FANTASY
- B. TRUTH
- C. FALSEHOOD
- D. REFERENCE

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MEDITATE IS TO REASON AS \*DELIBERATE\* IS TO

- A. SLOW
- B. HASTY
- \*C. CONSIDER
- D. DIRECTION

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HAPPINESS IS TO PLEASURE AS \*ANGUISH\* IS TO

- A. CONTENTMENT
- B. CHEERFULNESS
- C. ARGUMENT
- \*D. MISERY

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DECIDE IS TO CONCLUDE AS \*PRESUME\* IS TO

- A. KNOW
- \*B. SUPPOSE
- C. REALIZE
- D. PREVENT

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VALUABLE IS TO CHEAP AS \*FLORID\* IS TO

- A. COSTLY
- B. USELESS
- \*C. PLAIN
- D. FLOWERY

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ELEVATE IS TO RAISE AS \*SUBORDINATE\* IS TO

- A. SUBSTITUTE
- B. INFERIOR
- C. PROMOTE
- \*D. LOWER

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GRUESOME IS TO HIDEOUS AS \*AESTHETIC\* IS TO

- A. HOMELY
- B. PLAIN
- \*C. BEAUTIFUL
- D. ATTRACTIVE

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RESTRAINED IS TO BOUND AS \*UNTRAMMELED\* IS TO

- \*A. FREE
- B. HINDERED
- C. UNTRAINED
- D. CONFINED

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THE STUDENT CAN DEMONSTRATE HIS KNOWLEDGE OF THE PLOT DETAILS OF  
 \*THE LADY OR THE TIGER\* BY SELECTING ANSWERS TO QUESTIONS BASED  
 ON THE STORY. %6

0173

DIRECTIONS

SELECT THE BEST ANSWER FOR THE QUESTION.

WHENEVER ANY PROBLEM AROSE, HOW DID THE KING REACTO

3102018

- \*A. HE BECAME ANGRY AND IMMEDIATELY ORDERED THE PROBLEM TO BE SOLVED.
- B. HE BECAME ANGRY AND IGNORED THE PROBLEM.
- C. HE WAS NOT DISTURBED AND ALLOWED THE PROBLEM TO SOLVE ITSELF.
- D. HE WAS PLEASED NAD WELCOMED THE OPPORTUNITY TO SOLVE THE PROBLEM HIMSELF.

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WHAT HAPPENS TO A PERSON ACCUSED OF A CRIME OF WHICH HE IS TRULY INNOCENTO

3102019

- A. HE WAS IMMEDIATELY RELEASED.
- B. HE WAS TRIED BEFORE A JURY.
- \*C. FATE WOULD DECIDE WHETHER HE WAS REWARDED OR PUNISHED.
- D. HE IS ACQUITTED AND REWARDED WITH A LOVELY MAIDEN.

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WHAT WAS CONSIDERED FAIR ABOUT THIS PARTICULAR FORM OF JUSTICEO

3102020

- A. THE INNOCENT WOULD ALWAYS BE REWARDED WITH A LOVELY MAIDEN.
- B. THE GUILTY WOULD ALWAYS BE PUNISHED WITH A HORRIBLE DEATH.
- C. THE MASSES GAINED A MEANS OF ENTERTAINMENT AND PLEASURE.
- \*D. THE ACCUSED PERSON FOUND HIMSELF INNOCENT OR GUILTY.

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WHY WOULD THE KING BE SATISFIED WITH THE TRIAL NO MATTER HOW IT ENDEDO

3102021

- A. HIS DAUGHTER WOULD STILL MARRY THE YOUTH.
- \*B. HE WOULD RID HIMSELF OF THE YOUTH.
- C. HE WOULD BE ABLE TO MARRY HIS DAUGHTER TO THE NEIGHBORING KING.
- D. HIS SUBJECTS WOULD STILL HAVE HAD THE CHANCE TO MAKE THE DECISION.

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WHY DID THE PRINCESS ATTEND THE TRIALO

3102022

- A. HER FATHER HAD INSISTED ON HER PRESENCE.
- B. SHE WANTED TO BE POSITIVE THE YOUTH CHOSE THE DOOR WHICH CONCEALED THE MAIDEN.
- \*C. THE BARBARISM IN HER NATURE WOULD NOT HAVE ALLOWED HER TO STAY AWAY.
- D. SHE WAS REQUIRED BY THE AUDIENCE TO BE PRESENT AT THE TRIAL.

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HOW DID THE PRINCESS DISCOVER THE SECRET OF THE DOORSO

3102023

- A. SHE COAXED HER FATHER INTO TELLING HER.
- B. FROM WHERE SHE WAS SITTING, SHE COULD TELL BEHIND WHICH DOOR WAS THE TIGER.
- C. THE MAIDEN HAD TOLD THE PRINCESS WHICH DOOR SHE WOULD BE BEHIND.
- \*D. SHE USED MONEY AND INFLUENCE TO FIND OUT.

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THE STUDENT WILL SHOW COMPREHENSION OF THE THEME, POINT OF VIEW,  
AND SETTING OF THE SHORT STORY \*MAN WITHOUT A COUNTRY\* BY  
SELECTING ANSWERS TO QUESTIONS BASED ON THE STORY. \*50

0160

**DIRECTIONS**

SELECT THE BEST ANSWER FOR THE QUESTION.

WHAT IS NARRATORS MAIN PURPOSE IN TELLING THE STORYO

- A. HE WAS NOLANS FRIEND.
- B. HE WAS SORRY FOR NOLAN AND FELT THAT THE SENTENCE WAS TOO HARSH.
- C. HE WAS TO GET PAID BY A WASHINGTON NEWSPAPER.
- \*D. HE WANTED TO SHOW WHAT HAPPENS TO PEOPLE WHO REBEL AGAINST THEIR COUNTRY.

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WHO IS THE NARRATORO

- A. A FRIEND OF NOLANS FROM THE ACADEMY
- \*B. A SHIPMATE WHO HAD BECOME A FRIEND OF NOLANS
- C. THE CAPTAIN OF LEVANT
- D. PHILIP NOLAN

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WHY DID THE MEN ON SHIP SEEM TO AVOID NOLANO

- A. THEY KNEW HE HAD BEEN A TRAITOR.
- B. NOLAN WAS TOO SULLEN.
- \*C. HIS PRESENCE CUT OFF ALL TALK OF HOME.
- D. THEY FELT THAT HE WANTED TO BE ALONE.

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WHEN DID THIS STORY TAKE PLACEO

- \*A. THE EARLY 1800S
- B. DURING THE 1860S
- C. DURING THE 1930
- D. THE EARLY 1900S

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WHERE DID THIS STORY TAKE PLACEO

- A. IN THE UNITED STATES
- B. IN EUROPE
- \*C. ON A SHIP
- D. ON AN ISLAND

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THE STUDENT CAN DEMONSTRATE HIS KNOWLEDGE OF VOCABULARY WORDS  
FROM \*MAN WITHOUT A COUNTRY\* BY SELECTING APPROPRIATE SYNONYMS.  
%100

0145

DIRECTIONS - SELECT THE APPROPRIATE SYNONYM FOR EACH STARRED  
WORD.

0129

AN \*OBSCURE\* ARTICLE

- A. OBVIOUS
- \*B. UNNOTICED
- C. APPARENT
- D. OBTAINED

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AN \*ALLUSION\* TO THE U. S.

- \*A. REFERENCE
- B. ILLUSION
- C. QUOTATION
- D. DECLARATION

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A *MONOTONOUS* SUMMER	3101597
A. VARIED	3101597
B. ANONYMOUS	3101597
*C. DULL	3101597
D. STIMULATING	3101597
A *LIBEL* ON THOMAS JEFFERSON	3101598
A. PRAISE	3101598
*B. SLANDER	3101598
C. LIABLE	3101598
D. ACCLAIM	3101598
A *FERVENT* SPEECH	3101599
A. FERTILE	3101599
B. COOL	3101599
C. DULL	3101599
*D. FIERY	3101599
TO *EXECRATE* THE CRIMINALS	3101600
A. PRAISE	3101600
B. EXECUTE	3101600
*C. CURSE	3101600
D. BLESS	3101600
TO FORGIVE HIS *TRANSGRESSIONS*	3101601
*A. SINS	3101601
B. TRANSPORTATIONS	3101601
C. TRANSFORMATIONS	3101601
D. SUSPICIONS	3101601
*UNREQUITED* AFFECTION	3101602
A. RESTORED	3101602
B. UNWANTED	3101602
*C. UNRETURNED	3101602
D. UNIMAGINABLE	3101602
AN *EXPEDIENT* SOLUTION	3101603
A. EXPENSIVE	3101603
*B. ADVISABLE	3101603
C. UNWISE	3101603
D. UNPROFITABLE	3101603
A *PROVINCIAL* TOWN	3101604
*A. UNSOPHISTICATED	3101604
B. CULTURED	3101604
C. PRODUCTIVE	3101604
D. PROGRESSIVE	3101604

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THE STUDENT WILL SHOW UNDERSTANDING OF CERTAIN VOCABULARY WORDS FROM 0163  
 \*MAN WITHOUT A COUNTRY\* BY ANSWERING QUESTIONS IN WHICH THESE  
 WORDS HAVE THE SAME MEANING AS THEY HAD IN THE STORY. %20

DIRECTIONS  
 CHOOSE THE CORRECT ANSWER TO EACH QUESTION.  
 A. YES  
 B. NO

140

WOULD YOU BE LIKELY TO SEE A BOOK IN AN *OBSCURE* CORNER OF A BOOKSHELF0 *B	3101840 3101840
IF HER LOVE WAS *UNREQUITED* WOULD A GIRL RECEIVE AN ENGAGEMENT RING0 *B	3101841 3101841
WOULD A *PROVINCIAL* TOWN PROBABLY BE UNSOPHISTICATED0 *A	3101842
WOULD YOU BE EXCITED BY A *MONOTONOUS* LECTURED *B	3101843
MIGHT A PERSON ABOUT TO BE HANGED BE GRANTED SOME SPECIAL *INDULGENCES* BY THE JAILERO *A	3101844 3101844
IF YOU THINK YOU SEE SOMETHING, BUT IT IS REALLY ONLY YOUR IMAGINATION, IS IT AN *ALLUSION*0 *B	3101845 3101845
ARE KNIGHTS ASSOCIATED WITH *CHIVALRY*0 *A	3101846
IS SOMEONE WHO BRAGS OR BOASTS DISPLAYING *BRAGGADOCIO*0 *A	3101847
IF YOU ARE BOUND OR OBLIGATED TO DO SOMETHING, ARE YOU *LIBEL*0 *B	3101848
DOES *SOVEREIGNTY* OF THE U. S. REST WITH ITS CITIZENS0 *A	3101849
IS AN *EXPEDIENT* SOLUTION TO A PROBLEM A PRACTICAL SOLUTION0 *A	3101850
COULD SMOOTH, RAPID SPEECH BE DESCRIBED AS *VOLUBLE* SPEECH0 *A	3101851
WOULD A DULL AND LISTLESS PERSON USUALLY SPEAK *FERVENTLY*0 *B	3101852
IS TREASON AN *INIQUITY*0 *A	1853
IF A PERSON WERE TRULY REPENTANT, WOULD HE TRY TO *EXPIATE* HIS GUILT0 *A	1101855 1101855
HAVE MANY GOVERNMENT BUILDINGS USED *PEDIMENTS* FOR DECORATIONS0 *A	3101856
IF THE TASKS OF A DOCTOR ARE *MANIFOLD*, IS HE BUSY0 *A	3101857
WOULD YOU BE LIKELY TO *EXECRATE* SOMEONE YOU ADMIRE0 *B	3101858
SHOULD A PERSON RECEIVE ANY FORM OF PUNISHMENT FOR HIS *TRANSGRESSIONS*0 *A	1859 1859

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IN *THE MAN WITHOUT A COUNTRY* THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF THE FACTS OF NOLANS CRIME, PUNISHMENT, AND THE REASON FOR THE TYPE OF PUNISHMENT BY SELECTING THE ANSWER TO QUESTIONS BASED ON THE STORY. %3#	0171
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DIRECTIONS  
SELECT THE BEST ANSWER FOR THE QUESTION.

NOLAN WAS ON TRIAL BECAUSE	3102009
A. HIS ATTITUDE WAS POOR.	3102009
B. HE DAMNED HIS COUNTRY.	3102009
*C. HE PARTICIPATED IN TREASON.	3102009



D. HE MADE THE JUDGE ANGRY.	3102009
E. HE WAS COWARDLY ON THE BATTLEFIELD.	3102009
NOLAN RECEIVED HIS PARTICULAR PUNISHMENT BECAUSE	3102010
A. HIS ATTITUDE WAS POOR.	3102010
*B. HE DAMNED HIS COUNTRY.	3102010
C. HE PARTICIPATED IN TREASON.	3102010
D. COLONEL MORGAN HAD SERVED IN THE REVOLUTION.	3102010
E. HE LAUGHED IN COURT.	3102010
WHICH OF THE FOLLOWING STATEMENTS *MOST COMPLETELY* DESCRIBES THE	3102011
FORM OF NOLANS PUNISHMENTO	3102011
A. COURT MARTIAL	3102011
B. BANISHMENT TO EUROPE	3102011
C. EXECUTION BY HANGING	3102011
*D. LIFE IMPRISONMENT ABOARD SHIP	3102011
E. LOSS OF VOTING PRIVILEGES	3102011
*****	
IN *THE MAN WITHOUT A COUNTRY*, THE STUDENT WILL SHOW UNDERSTAND-	0161
ING OF CHARACTER BY SELECTING THE FACTORS THAT INFLUENCE NOLANS	
CHARACTER THROUGHOUT THE STORY. %50	
DIRECTIONS - SELECT THE LETTER OF THE BEST ANSWER FOR EACH ITEM.	0138
NOLAN HAD NOT DEVELOPED AN APPRECIATION OF AMERICA BECAUSE	3101805
A. HE HAD NOT ENJOYED ACADEMY LIFE.	3101805
B. HE WAS A RICH, YOUNG MAN.	3101805
C. AARON BURR FLATTERED HIM AND PROMISED HIM GREAT FORTUNE.	3101805
*D. HIS UPBRINGING WAS SUCH THAT THE UNITED STATES WAS NOT	3101805
REAL TO HIM.	3101805
WHAT DID NOLAN FINALLY DECIDE ABOUT THE FAIRNESS OF HIS PUNISH-	3101806
MENTO	3101806
A. HE HAD BEEN PUNISHED UNJUSTLY.	3101806
B. HIS PUNISHMENT HAD BEEN TOO SEVERE.	3101806
*C. HIS PUNISHMENT WAS FAIR AND HE HAD DESERVED IT.	3101806
D. HIS PUNISHMENT WAS UNFAIR ALTHOUGH HE HAD DESERVED IT.	3101806
IN WHAT WAY DID NOLAN CHANGE AFTER READING SCOTTS POEMO	3101807
*A. HE BECAME MORE SHY AND WITHDRAWN.	3101807
B. HE BECAME ANGRY WITH HIS SENTENCE.	3101807
C. HE TENDED TO LOSE HIS TEMPER MORE OFTEN.	3101807
D. HE FINALLY WAS OVERCOME WITH DESPAIR.	3101807
WHY WAS THE INCIDENT OF NOLAN TRANSLATING THE SLAVES PLEAS	3101808
ESPECIALLY IMPORTANTO	3101808
A. HE FELT SO SORRY FOR THEM.	3101808
*B. HE WAS PAINFULLY REMINDED OF HIS OWN HOMELESSNESS.	1808
C. HE KNEW THEY WOULD NEVER GET BACK TO THEIR HOME.	3101808
D. HE HAD THE OPPORTUNITY TO MAKE A FRIEND OF THE NARRATOR.	3101808
WHAT DO NOLANS LAST REQUESTS REVEAL ABOUT HIS CHARACTERO	3101809
A. HE HAD BECOME A BITTER MAN.	3101809
B. HE HAD REMAINED UNPATRIOTIC.	3101809
*C. HE HAD BECOME HUMBLE AND PATRIOTIC.	3101809
D. HE HAD CREATED HIS OWN COUNTRY IN HIS ROOM AND HAD NO NEED	3101809
FOR AMERICA.	3101809



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THE STUDENT CAN DEMONSTRATE UNDERSTANDING OF VOCABULARY WORDS 0167  
FROM \*THE MOST DANGEROUS GAME\* BY RICHARD CONNEL BY DETERMINING  
WHETHER OR NOT THE SPECIFIED WORDS ARE USED CORRECTLY IN  
THE SENTENCES. %33□

BASED ON YOUR UNDERSTANDING OF THE STARRED WORD, ANSWER EACH 0143  
QUESTION EITHER YES OR NO.

- A. YES
- B. NO

IS A BOOK \*TANGIBLE\*0 \*A 3101951

WOULD AN \*INDOLENT\* PERSON PROBABLY BE VERY ACTIVE0 \*B 3101952

IS CLEAR GLASS \*OPAQUE\*0 \*B 3101953

WOULD A BEE STING PROBABLY BE A \*LACERATED\* WOUND0 \*B 3101954

WOULD A \*BIZARRE\* DRESS BE MOST APPROPRIATE FOR A CHURCH SERVICE0  
\*B 3101955

WOULD AN \*INCREDIBLE\* STORY BE BEYOND BELIEF0 \*A 3101956

IS THE EXPRESSION THANK YOU AN \*AMENITY\*0 \*A 3101957

WOULD AN ILL-TEMPERED PERSON BE CONSIDERED \*AFFABLE\*0 \*B 3101958

WOULD YOU EXPECT AN \*ARDENT\* ATHLETE TO PRACTICE REGULARLY0 \*A 3101959

MIGHT A PERSON IN A HURRY MAKE AN \*IMPRUDENT\* CHOICE0 \*A 3101960

WOULD \*QUARRY\* EVER BE EATEN0 \*A 3101961

TO THE PRIVATE INVESTIGATOR, WOULD A CLUE BE CONSIDERED AN  
\*OBSTACLE\*0 \*B 3101962  
3101962

IS A MAJOR CRIME ALWAYS \*CONDONED\*0 \*B 3101963

MIGHT A SIMPLE COUNTRY GIRL TEND TO BE \*NAIVE\*0 \*A 3101964

IS BULL FIGHTING CONSIDERED BY MANY TO BE A \*BARBAROUS\*  
SPORT0 \*A 3101965  
3101965

DOES A HUNTED CRIMINAL USUALLY TRY TO \*ELUDE\* THE LAW0 \*A 3101966

ARE WITCHES IN FAIRY TALES OFTEN PICTURED AS \*GROTESQUE\*  
CREATURES0 \*A 3101967  
3101967

WOULD AN \*OPIATE\* BE USED TO HELP ONE STAY AWAKE0 \*B 3101968

WOULD YOU LIKE TO HAVE A \*SALLOW\* COMPLEXION0 \*B 3101969

COULD A GRANDFATHER BE CONSIDERED \*VENERABLE\*0 \*A 1970

ARE \*FUTILE\* EFFORTS SUCCESSFUL0 \*B 3101971

IS DEATH \*INEVITABLE\* WHEN A PERSON IS BITTEN BY A MAD DOG0 \*B 3101972

WOULD A PERSON WHO IS LEARNING TO KNIT BE LIKELY TO CHOOSE AN *INTRICATE* PATTERN0 *B	3101973 3101973
WOULD ONE BE LIKELY TO AVOID AN *IMPERATIVE* DUTY0 *B	3101974
ARE SMALL CHILDREN USUALLY *APPREHENSIVE* ABOUT CHRISTMAS0 *B	3101975
DOES A LEMON HAVE A *PUNGENT* TASTE0 *A	3101976
WOULD A NINTH-STORY WINDOW WASHER LIKE TO HAVE A *PRECARIOUS* FOOTHOLD0 *B	3101977 3101977
WOULD A CLEAR EXPLANATION BE A *PALPABLE* ONE0 *A	3101978
WOULD YOU LIKE AN ENJOYABLE PARTY TO BE *PROLONGED*0 *A	3101979
WOULD A MATHEMATICS PROFESSOR BE LIKELY TO HAVE AN *ANALYTICAL* MIND0 *A	1980 3101980
COULD AN OLD MANS OVERSIZED SHOES AND THREE CORNERED HAT GIVE HIM A *DROLL* APPEARANCE0 *A	3101981 3101981
ARE MOTHERS USUALLY *SOLICITOUS* ABOUT THEIR CHILDRENS FUTURES0 *A	3101982

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THE STUDENT CAN DEMONSTRATE HIS ABILITY TO RECOGNIZE THE DETAILS OF THE PLOT AND QUALITIES OF MAJOR CHARACTERS IN THE STORY *THE MOST DANGEROUS GAME* BY SELECTING ANSWERS TO QUESTIONS BASED ON THE STORY. %340	0166
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DIRECTIONS  
SELECT THE BEST ANSWER FOR THE QUESTION.

WHO WAS THE MAIN CHARACTER0	3101917
*A. RAINSFORD	3101917
B. WHITNEY	3101917
C. ZAROFF	3101917

HOW DID RAINSFORD HAPPEN TO BE ON THE ISLAND0	3101918
A. HIS SHIP WRECKED ON THE SHORE.	3101918
*B. HE FELL OVERBOARD AND SWAM TO SHORE.	3101918
C. HE HAD BEEN INTERESTED IN THE ISLAND AND DECIDED TO VISIT IT.	3101918 3101918

WHY DID THE ISLAND HAVE A MYSTERIOUS QUALITY ABOUT IT0	3101919
A. MEN WHO VISITED THERE SEEMED TO DISAPPEAR.	3101919
B. THERE WERE CANNIBALS ON IT.	3101919
*C. IT SEEMED TO HAVE AN ELEMENT OF EVIL.	3101919

UPON REACHING THE ISLAND, WHAT WAS RAINSFORDS IMMEDIATE REACTION0	3101920
A. FEAR	3101920
*B. RELIEF	3101920
C. ANGER	3101920

WHAT IS THE FIRST THING THAT AROUSES HIS CURIOSITY ABOUT THE ISLAND0	3101921 3101921
*A. BEFORE REACHING THE ISLAND HE HEARS A VOLLEY OF GUNSHOTS.	3101921
B. HE SEES THE SIGNS OF A STRUGGLE.	3101921

C. HE MEETS IVAN; A HUGE, FRIGHTENING MAN.	3101921
WHAT WORD BEST DESCRIBES GENERAL ZAROFFO	3101922
*A. SAVAGE	3101922
B. CIVILIZED	3101922
C. NAIVE	3101922
WHEN ZAROFF IS ABLE TO FOLLOW RAINSFORDS FALSE TRAIL, WHY DOESNT HE KILL HIMO	3101923
A. HE REALLY ISNT SURE THAT RAINSFORD IS THERE.	3101923
B. HE HAS FORGOTTEN A WEAPON.	3101923
*C. HE DECIDES THAT HE WANTS ANOTHER DAY OF SPORT.	3101923
WHAT IS THE RESULT WHEN ZAROFF REACHS THE MALAY MAN CATCHER CONSTRUCTED BY RAINSFORDO	3101924
A. IT CATCHES IVAN.	3101924
*B. ZAROFF RECOGNIZES IT AND STEPS ASIDE.	3101924
C. ZAROFF CHANGES COURSE AND DOES NOT COME NEAR IT.	3101924
WHAT IS THE RESULT WHEN ZAROFF REACHES THE BURMESE TIGER PIT CONSTRUCTED BY RAINSFORDO	3101925
A. ZAROFF FALLS IN BUT IS ONLY WOUNDED.	3101925
B. IVAN FALLS INTO IT AND IS KILLED.	3101925
*C. ONE OF THE DOGS IS KILLED.	3101925
WHAT IS THE RESULT WHEN RAINSFORD TRIES A KNIFE TRAP HE LEARNED IN UGANDA	3101926
*A. IVAN IS KILLED BY IT.	3101926
B. ZAROFF IS WOUNDED BY IT.	3101926
C. IT DOESNT FUNCTION CORRECTLY.	3101926
WHAT DOES RAINSFORD FINALLY DO IN AN EFFORT TO SAVE HIMSELF	3101927
A. HE CLIMBS A HIGH TREE.	3101927
*B. HE DIVES INTO THE WATER.	3101927
C. HE ATTEMPTS TO LEAD ZAROFF INTO THE QUICKSAND.	3101927
WHY WAS ZAROFF LIVING ON THE ISLANDO	3101928
A. HE HAD BEEN EXILED FROM RUSSIA.	3101928
B. HE WAS HIDING FROM THE LAW.	3101928
*C. HE WANTED TO CREATE HIS OWN HUNTING GROUND.	3101928
WHERE DID ZAROFF GET THE GAME FOR HIS HUNTO	3101929
A. HE BOUGHT SLAVES AND IMPORTED THEM.	3101929
*B. HE SET A TRAP FOR PASSING SHIPS.	3101929
C. HE USED NATIVES OF THE ISLAND.	3101929
WHAT WEAPON WAS THE HUNTED ALLOWED TO HAVEO	3101930
A. A ROPE	3101930
*B. A KNIFE	3101930
C. A SMALL PISTOL	3101930
WHERE DID RAINSFORD FINALLY CONFRONT ZAROFFO	3101931
A. IN DEATH SWAMP	3101931
B. IN THE CELLAR	3101931
*C. IN ZAROFFS BEDROOM	3101931
WHAT WAS THE NAME OF THE ISLAND WHERE RAINSFORD FOUND HIMSELF	3101932
A. SUPERSTITION ISLAND	3101932
B. SHIPWRECK ISLAND	3101932
*C. SHIP TRAP ISLAND	3101932
D. CANNIBAL ISLAND	3101932

AS A HUNTER, HOW DOES RAINSFORD FEEL TOWARD THE HUNTED ANIMAL	3101933
*A. HE FEELS NO SYMPATHY FOR THEM.	3101933
B. HE IS SORRY TO KILL THEM.	3101933
C. HE ENJOYS THEIR SUFFERING.	3101933
D. HE THINKS THEY ARE DANGEROUS AND MUST BE KILLED.	3101933
IN RAINSFORDS OPINION, WHITNEYS ATTITUDE TOWARD THE HUNTED ANIMAL SHOWS HIM TO BE.	3101934
A. A REALIST.	3101934
*B. GETTING SOFT.	3101934
C. AFRAID TO HUNT JAGUARS.	3101934
D. UNSYMPATHETIC TOWARD GAME ANIMALS.	3101934
WHAT CAUSED RAINSFORD TO FALL OVERBOARD	3101935
*A. HE LUNGED FOR HIS PIPE AND LOST HIS BALANCE.	3101935
B. HE SLIPPED ON AN OIL SPILL AND THE WIND BLEW HIM OVER.	3101935
C. HE LEAPED ONTO THE RAIL AND THE WIND BLEW HIM OVER.	3101935
D. HE TRIED TO HELP A CREW MEMBER AND FELL INTO THE SEA.	3101935
WHAT WAS THE FIRST THING RAINSFORD DID AFTER HE DRAGGED HIMSELF TO SHORE	3101936
A. HE WENT SEARCHING FOR THE SOURCE OF THE RIFLE SHOTS.	3101936
B. HE WENT LOOKING FOR FOOD AND SHELTER.	3101936
*C. HE FELL FAST ASLEEP FROM EXHAUSTION.	3101936
D. HE SAT DOWN AND THOUGHT ABOUT HIS SITUATION.	3101936
WHY DIDNT IVAN RESPOND WHEN RAINSFORD INTRODUCED HIMSELF	3101937
A. HE WAS A SAVAGE.	3101937
*B. HE WAS A DEAF MUTE.	3101937
C. HE DID NOT UNDERSTAND ENGLISH.	3101937
D. HE WAS STARTLED TO SEE RAINSFORD.	3101937
WHAT WAS IT ABOUT GENERAL ZAROFF THAT FIRST MADE RAINSFORD UNCOMFORTABLE	3101938
A. HIS HABIT OF APOLOGIZING FOR HIS ELABORATE HOUSE AND FOR ITS ACCOMODATIONS.	3101938
*B. HIS HABIT OF STUDYING HIS GUEST AND APPRAISING HIM NARROWLY.	3101938
C. HIS EMPLOYMENT OF ONLY ONE STRANGE, MAN SERVANT TO DO ALL HIS WORK.	3101938
D. HIS PASSION FOR HUNTING WILD ANIMALS ALL OVER THE WORLD.	3101938
WHAT IS THE MEANING OF ZAROFFS STRANGE REMARK, I HAVE INVENTED A NEW SENSATION	3101939
A. NOW HE PREFERS DINING GRACIOUSLY TO HUNTING.	3101939
*B. NOW INSTEAD OF HUNTING ANIMALS HE PRESERVES THEM.	3101939
*C. HE HUNTS MEN NOW INSTEAD OF ANIMALS.	3101939
D. HE HAS FELT FEAR WITH THE APPEARANCE OF RAINSFORD.	3101939
WHY HAD ZAROFF LEFT RUSSIA	3101940
A. HE WANTED TO HUNT JAGUARS.	3101940
B. HE KILLED A MAN.	3101940
*C. IT BECAME NECESSARY AFTER THE RUSSIAN REVOLUTION.	3101940
D. THERE WERE NO MORE GAME ANIMALS IN RUSSIA.	3101940
THE HUNT IS TO ZAROFF AS -	3101941
*A. THE PROBLEM IS TO THE MATHEMATICIAN.	3101941
B. THE WINE IS TO THE GOURMET.	3101941
C. THE SERVANT IS TO THE MASTER.	3101941
D. AS WHITNEY IS TO RAINSFORD.	3101941

WHY IS IT SO IMPORTANT FOR ZAROFF TO CONTINUE HUNTINGO	3101942
A. TO MAINTAIN HIS REPUTATION AS A HUNTER.	3101942
B. HE HAS SO MUCH MONEY INVESTED IN EQUIPMENT.	3101942
C. HE RECEIVES SUCH SATISFACTION FROM CATCHING THE ANIMALS.	3101942
*D. IT IS HIS ONE MAIN PURPOSE FOR LIVING.	3101942
ZAROFFS DISAPPOINTMENT IN HUNTING IS DUE TO HIS REALIZATION THAT	3101943
A. HIS PHYSICAL CONDITION ISNT AS GOOD AS IT WAS.	3101943
B. HE HAS HUNTED EVERY POSSIBLE KIND OF ANIMAL.	3101943
*C. ANIMAL INSTINCT IS NO MATCH FOR HUMAN REASON.	3101943
D. HIS ISLAND DOESNT HAVE ENOUGH HIDING PLACES FOR HUNTED	3101943
ANIMALS.	1943
FOR ZAROFF, WHAT ARE THE ATTRIBUTES OF THE IDEAL QUARRYO	3101944
*A. COURAGE, CUNNING, AND REASON	3101944
B. COURAGE, STRENGTH, AND CUNNING	3101944
C. STRENGTH, SWIFTNESS, AND CUNNING	3101944
D. BEAUTY, SWIFTNESS, AND COURAGE	3101944
HOW DOES ZAROFF FEEL ABOUT THE GAME HE NOW USES IN HIS HUNTO	3101945
A. THEY PROVIDE AN IDEAL CHALLENGE FOR HIM.	3101945
*B. BEING WEAK, THEY ARE FAIR GAME FOR THE STRONG.	3101945
C. THEY ENJOY THE CONTEST HE PROVIDES.	3101945
D. THEY DESERVE HIS HATRED AND REVENGE.	3101945
WHAT DOES ZAROFF DO FOR THE HUNTED TO PROVIDE AN ELEMENT OF FAIRNESS IN THE HUNTO	3101946
*A. HE PROVIDES THEM WITH A WEAPON AND GIVES THEM A HEAD START.	3101946
B. HE HAS A BOAT ON SHORE TO BE USED BY THOSE WHO ESCAPE.	3101946
C. HE SEES THAT THEY RECEIVE RIGOROUS PHYSICAL TRAINING.	3101946
D. HE LETS THEM GO IF THEY ARE NOT CAUGHT FOR A WEEK.	3101946
WHAT CHOICE DOES ZAROFF GIVE TO THE HUNTEDO	3101947
A. THEY CAN PARTICIPATE OR BE TURNED LOOSE.	3101947
*B. THEY CAN PARTICIPATE OR BE TURNED OVER TO IVAN.	3101947
C. THEY WILL BE THROWN TO THE DOGS OR PARTICIPATE IN THE HUNT.	3101947
D. THEY CAN PARTICIPATE IN THE HUNT OR BECOME SERVANTS LIKE IVAN.	1947
WHY DOES ZAROFF SEEM TO BE BORED WITH THE NEW GAME HE IS USING IN THE HUNTO	3101948
A. HE IS FINDING THAT IT TAKES TOO LONG TO HUNT THEM.	3101948
B. THEY REFUSE TO PARTICIPATE IN THE HUNT.	3101948
C. HE IS BEGINNING TO FEEL SYMPATHY FOR THE HUNTED.	3101948
*D. THEY ARE UNABLE TO PROVIDE EXCITING CHALLENGES.	3101948
WHAT CHOICE IS OFFERED TO RAINSFORD IF HE REFUSES TO HUNTO	3101949
*A. HE WILL BE TURNED OVER TO IVAN, ONCE A KNOUTER TO THE CZAR.	3101949
B. HE WILL BE RELEASED IF HE AGREES NOT TO MENTION THE ISLAND.	3101949
C. HE WILL BE FORCED TO CONTINUE AS ZAROFFS GUEST.	3101949
D. HE WILL HAVE TO TRUST ZAROFF TO DISCUSS HIS FATE WITH HIM LATER.	3101949
ONE OF ZAROFFS MAJOR REGRETS WHEN THE HUNT ENDED WAS	3101950
A. THE LOSS OF HIS BEST HUNTING DOG.	3101950
*B. THAT HE HAD LOST CONTROL OF THE CLIMAX OF THE HUNT.	3101950
C. THAT HE WOULD SOMEHOW HAVE TO ACQUIRE NEW GAME.	3101950
D. THAT HE HAD LOST A GOOD FRIEND IN RAINSFORD.	3101950



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THE STUDENT WILL SHOW KNOWLEDGE OF THE PLOT OF \*THE MOST DANGEROUS GAME\* BY ARRANGING IN ORDER GIVEN DETAILS OF THE STORY.  
%1□

0006

1. GENERAL ZAROFF WAS STILL ON HIS FEET. BUT IVAN WAS NOT.
2. THE DEAD TREE, ...CRASHED DOWN AND STRUCK THE GENERAL A GLANCING BLOW ON THE SHOULDER.
3. THE GENERALS EYES HAD LEFT THE GROUND AND WERE TRAVELING INCH BY INCH UP THE TREE.
4. HE HAD NEVER SLEPT IN A BETTER BED, RAINSFORD DECIDED.

0006

DIRECTIONS

SELECT FROM THE ABOVE THE ORDER IN WHICH THE QUOTATIONS APPEAR IN \*THE MOST DANGEROUS GAME\*.

- A. 1, 2, 3, 4
- B. 4, 3, 2, 1
- C. 2, 3, 1, 4
- \*D. 3, 2, 1, 4

3100010  
3100010  
3100010  
3100010

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THE STUDENT WILL SHOW COMPREHENSION OF CONFLICT IN A SHORT STORY HE HAS READ BY SELECTING THE TYPE OF CONFLICT WHICH EXISTS BETWEEN GIVEN CHARACTERS. BASED ON \*THE MOST DANGEROUS GAME\*.  
%2□

0007

DIRECTIONS

SELECT THE TYPE OF CONFLICT WHICH EXISTS BETWEEN THE GIVEN CHARACTERS IN THE STORY \*THE MOST DANGEROUS GAME\*.

7.

THE CONFLICT BETWEEN RAINSFORD AND ZAROFF IS

3100011  
3100011  
3100011  
3100011

- A. PHYSICAL ONLY.
- B. INTELLECTUAL ONLY.
- \*C. PHYSICAL AND INTELLECTUAL.

THE CONFLICT BETWEEN RAINSFORD AND WHITNEY IS

3100012  
3100012  
3100012  
3100012

- A. PHYSICAL ONLY.
- \*B. INTELLECTUAL ONLY.
- C. PHYSICAL AND INTELLECTUAL.

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THE STUDENT WILL DEMONSTRATE KNOWLEDGE OF THE CLIMAX OF A GIVEN SHORT STORY BY SELECTING ITS CLIMAX FROM A GIVEN LIST. BASED ON \*THE MOST DANGEROUS GAME\* %1□

0008

DIRECTIONS

SELECT THE CLIMAX OF \*THE MOST DANGEROUS GAME\* FROM THE ALTERNATIVES LISTED BELOW.

8

THE CLIMAX OF \*THE MOST DANGEROUS GAME\* IS THE POINT AT WHICH

3100013  
3100013  
3100013  
3100013  
3100013

- \*A. RAINSFORD LEAPED FAR OUT INTO THE SEA.
- B. THE LAST OF RAINSFORDS TRICKS FAILED.
- C. GENERAL ZAROFF GAVE UP THE CHASE.
- D. RAINSFORD SLEPT SOUNDLY IN BED.

245

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THE STUDENT WILL DEMONSTRATE HIS ABILITY TO ANALYZE THE RELATIONSHIPS OF EVENTS IN \*THE NEW KID\* BY CORRECTLY SELECTING THE BEST ANSWER TO THE GIVEN QUESTIONS. %20 0276

DIRECTIONS  
SELECT THE BEST ANSWER FOR THE QUESTION.

WHAT PROBABLY WOULD HAVE HAPPENED IF THE NEW KID HAD BEEN AN AVERAGE BALL PLAYER? 2346

- \*A. MARTY WOULD CONTINUE TO BE TEASED BY THE OTHER BOYS.
- B. THE NEW KID WOULD HAVE BECOME A HERO TO THE GROUP.
- C. MARTY AND THE NEW KID WOULD HAVE BECOME GOOD FRIENDS.

WHAT SOLE FUNCTION DOES HOWIE PLAY IN THE SHORT STORY?

- A. HE IS A FOIL FOR MARTY.
- \*B. HE IS MARTY'S CHIEF ANTAGONIST.
- C. HE IS THE LINK BETWEEN MARTY AND THE NEW KID.

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THE STUDENT WILL DEMONSTRATE HIS RECALL OF THE SHORT STORY \*THE NEW KID\* BY CORRECTLY FINISHING GIVEN STATEMENTS BASED ON THE STORY. %60 0277

DIRECTIONS  
SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

THE AGES OF THE BOYS IN THE GROUP WERE 2347

- A. 8-11.
- \*B. 11-14.
- C. 14 - 17.

PUNCH-BALL WAS A GAME SIMILAR TO 2348

- \*A. BASEBALL.
- B. FOOTBALL.
- C. BASKETBALL.

THE SETTING OF THE STORY WAS 2349

- A. RURAL.
- B. SUBURBAN.
- \*C. URBAN.

MARTY TREATS THE NEW KID ABOUT THE SAME WAY THAT MARTY IS TREATED BY 2350

- A. GELBERG.
- B. EDDIE.
- \*C. HOWIE.

MARTY IS ANXIOUS TO PLAY BALL BECAUSE 2351

- \*A. HERE HE MIGHT PROVE TO THE GROUP THAT HE BELONGS.
- B. HERE HE CAN PROVE TO HIMSELF THAT HE IS THE BEST BALL PLAYER IN THE GROUP.
- C. HE IS NEW TO THE NEIGHBORHOOD AND THIS IS A WAY OF MEETING PEOPLE.

DURING THE GAME MARTY CONTINUOUSLY EYES THE NEW KID BECAUSE 2352



- A. HE WANTS TO BE FRIENDLY WITH HIM.
- \*B. HE WANTS TO SEE WHETHER THE NEW KID IS A GOOD PLAYER OR NOT.
- C. HE WISHES TO TEACH THE NEW KID HOW TO PLAY BALL.

\*\*\*\*\*

THE STUDENT CAN SHOW HIS KNOWLEDGE OF THE PLOT DETAILS IN  
 \*THE RANSOM OF RED CHIEF\* BY O. HENRY BY ANSWERING QUESTIONS BASED  
 ON THE STORY. %10

0168

# DIRECTIONS

SELECT THE BEST ANSWER FOR THE QUESTION.

WHY DID BILL AND SAM CHOOSE THE TOWN OF SUMMIT IN WHICH TO STAGE  
 THEIR KIDNAPPINGO 3101984

- A. IT WAS OBVIOUSLY WEALTHY. 3101984
- B. EVERYONE IN TOWN WAS HARMLESS. 3101984
- C. IT WAS DOWN SOUTH, IN ALABAMA. 3101984
- \*D. THERE WAS A LIMITED POLICE FORCE. 3101984

WHAT WAS THE BOYS REACTION WHEN BILL AND SAM FIRST ADDRESSED  
 HIMO 3101985

- A. HE BEGAN TO CRY. 3101985
- \*B. HE FOUGHT THEM. 3101985
- C. HE TRIED TO RUN INTO THE HOUSE. 3101985
- D. HE ATTEMPTED TO HIDE UNDER THE PORCH. 3101985

ONCE KIDNAPPED AND TAKEN TO THE CAVE, WHAT WAS THE BOYS REACTIONO 3101986

- A. HE SAT IN THE CORNER AND CRIED. 3101986
- B. HE BEGGED TO GO HOME. 3101986
- \*C. HE BEGAN TO BULLY BILL. 3101986
- D. HE TRIED TO FIND OUT THE KIDNAPPERS PLANS. 3101986

WHAT WAS RED CHIEFS ATTITUDE TOWARD GOING HOMEO 3101987

- \*A. HE DECIDED HE LIKED CAMPING OUT BETTER. 3101987
- B. HE BEGGED TO BE TAKE HOME. 3101987
- C. HE MISSED THE FUN HE HAD HAD AT HOME. 3101987
- D. HE TRIED TO RUN DOWN THE MOUNTAIN TOWARD HOME. 3101987

HOW DID THE TOWN REACT TO THE KIDNAPPINGO 3101988

- A. THEY ARMED THEMSELVES WITH PITCHFORKS AND BEGAN HUNTING FOR THE BOY. 3101988
- \*B. THEY APPEARED TO BE UNAWARE OF THE KIDNAPPING. 3101988
- C. THEY PUBLICIZED THE KIDNAPPING IN THE NEWSPAPERS. 3101988
- D. THEY BEGAN TO DRAG THE CREEK IN AN ATTEMPT TO LOCATE THE BOY. 3101988

IN AN EFFORT TO MAKE THE BOY BEHAVE, WHAT THREAT DID SAM FINALLY  
 MAKEO 3101989

- A. HE WOULD HAVE TO PUNISH HIM. 3101989
- B. HE WOULD NOT GET IN TOUCH WITH THE BOYS FATHER. 3101989
- \*C. HE WOULD SEND THE BOY HOME. 3101989
- D. HE WOULD TIE HIM TO A CHAIR. 3101989

WHY DID SAM AND BILL DECIDE TO CHANGE THE AMOUNT OF RANSOM FROM  
 TWO THOUSAND DOLLARS TO FIFTEEN HUNDRED DOLLARSO 3101990

- A. THEY WERE AFRAID THE LARGER AMOUNT WOULD DRAW TOO MUCH PUBLICITY. 3101990
- B. SAM THOUGHT THEYD HAVE TO WAIT TOO LONG FOR THE LARGER 3101990

247

AMOUNT. 3101990  
 C. THEY THOUGHT IT WOULD BE DIFFICULT FOR THE FATHER TO RAISE 3101990  
 THE MONEY. 3101990  
 \*D. SAM FELT THAT THE FATHER WOULDNT PAY THE LARGER AMOUNT. 3101990

WHY DID BILL ATTEMPT TO SEND THE BOY HOME? 3101991  
 A. RED CHIEF WAS OBVIOUSLY SO UNHAPPY. 3101991  
 \*B. HE FELT IT WAS THE ONLY WAY TO PRESERVE HIS SANITY. 3101991  
 C. RED CHIEF KEPT TRYING TO RUN AWAY. 3101991  
 D. HE FELT THAT EBENEZER WAS NOT GOING TO PAY, ANYWAY. 3101991

WHAT WAS EBENEZER DORSETS RESPONSE TO THE RANSOM NOTE? 3101992  
 A. HE IMMEDIATELY CALLED THE POLICE. 3101992  
 B. HE SENT ONE THOUSAND DOLLARS TO THE KIDNAPPERS. 3101992  
 \*C. HE SUGGESTED THAT THE KIDNAPPERS PAY HIM. 3101992  
 D. HE REFUSED TO PARTICIPATE IN ANY EXCHANGE OF MONEY. 3101992

WHY DID SAM AND BILL DECIDE TO PAY EBENEZER THE TWO HUNDRED AND 3101993  
 FIFTY DOLLARS? 1993  
 A. THEY WERE AFRAID OF HAVING TROUBLE WITH THE POLICE. 3101993  
 \*B. THEY FELT IT WAS WORTH IT TO GET RID OF THE BOY. 3101993  
 C. THEY DECIDED IT WAS THE ONLY WAY TO DISCOURAGE THE SEARCHES. 3101993  
 D. THEY HAD HEARD OF A BETTER DEAL AND WANTED TO GET AWAY 3101993  
 QUICKLY. 3101993

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THE STUDENT WILL SHOW HIS UNDERSTANDING OF IRONY BY SELECTING 0169  
 THE ANSWER THAT SHOWS THE IRONY OF THE GIVEN SITUATION. BASED ON  
 \*THE RANSOM OF RED CHIEF\* BY O. HENRY. #5

DIRECTIONS - CHOOSE THE ANSWER THAT BEST SHOWS THE IRONY OF THE 0144  
 SITUATION.

BILL AND SAM KNEW THE DORSETS WOULD BE FRANTIC OVER JOHNNYS 3101994  
 DISAPPEARANCE. IRONICALLY,  
 A. THEY CALMLY HIRED DETECTIVES. 1994  
 \*B. THEY DIDNT WANT HIM BACK. 3101994  
 C. THEY WOULDNT TAKE HIM BACK. 3101994  
 D. THEY PAID ONLY HALF THE RANSOM DEMAND. 3101994

SAM AND BILL EXPECTED RED CHIEF WOULD WANT TO GO HOME. 3101995  
 IRONICALLY,  
 A. HE RAN AWAY THE FIRST NIGHT. 3101995  
 B. HE WANTED TO GO TO HIS UNCLES HOME INSTEAD. 3101995  
 \*C. HE WANTED TO STAY WITH THEM. 3101995  
 D. HE WANTED TO GO ON A TRIP WITH THEM. 3101995

THE KIDNAPPERS REQUESTED FIFTEEN HUNDRED DOLLARS RANSOM MONEY. 3101996  
 IRONICALLY,  
 A. THE PARENTS ONLY PAID HALF THE DEMAND. 3101996  
 B. THE PARENTS LEFT AN ADDITIONAL FIVE HUNDRED DOLLARS. 3101996  
 C. SAM AND BILL WERE UNABLE TO SEND THE RANSOM NOTE. 3101996  
 \*D. SAM AND BILL HAD TO PAY TWO HUNDRED AND FIFTY DOLLARS TO 3101996  
 RETURN THE BOY. 1996

THE KIDNAPPERS CHOSE SUMMIT BECAUSE IN THE RURAL TOWN THERE WOULD 3101997  
 BE INADEQUATE LAW ENFORCEMENT AND PUBLICITY. IRONICALLY,  
 \*A. THE DORSETS DIDNT REPORT JOHNNYS DISAPPEARANCE. 3101997  
 B. THE NEIGHBORS FORMED A SEARCH PARTY. 3101997

C. THE FBI WAS CALLED IN.	3101997
D. THE BLOODHOUNDS WERE EFFICIENT.	3101997
A KIDNAPPED CHILD WOULD PROBABLY BE TEARFUL AND FRIGHTENED.	3101998
IRONICALLY,	3101998
A. RED CHIEF ONLY CRIED THE FIRST NIGHT.	3101998
B. RED CHIEF WAS FRIGHTENED OF SAM BUT NOT OF BILL.	3101998
C. RED CHIEF WAS ANGRY RATHER THAN FRIGHTENED.	3101998
*D. RED CHIEF TERRORIZED THE KIDNAPPERS.	3101998
*****	
THE STUDENT WILL SHOW KNOWLEDGE OF VOCABULARY WORDS USED IN	0170
*THE RANSOM OF RED CHIEF* BY O. HENRY BY SELECTING THE SYNONYMS	
OF SPECIFIED WORDS. %10	
DIRECTIONS - CHOOSE THE SYNONYM OF THE STARRED WORD.	0145
A *FRAUDULENT* SCHEME	3101999
*A. CHEATING	3101999
B. HONEST	3101999
C. FRIGHTENING	3101999
D. FRANK	3101999
THE APPEARANCE OF AN *APPARITION*	3102000
A. SUBSTITUTE	3102000
B. LIGHT	3102000
C. THOUGHT	3102000
*D. GHOST	3102000
SOME *LACKADAISICAL* BLOODHOUNDS	3102001
A. FEROCIOUS	3102001
*B. LISTLESS	3102001
C. ENERGETIC	3102001
D. LOYAL	3102001
*RECONNOITER* THE LANDSCAPE	3102002
A. REPLENISH	3102002
B. INCLOSE	3102002
C. RECOGNIZE	3102002
*D. EXAMINE	3102002
*DOTING* PARENTS	3102003
*A. DEVOTED	3102003
B. HATEFUL	3102003
C. WEALTHY	3102003
D. HALF-WITTED	3102003
*SOMNOLENT* MOOD	3102004
A. ALERT	3102004
B. SUSPICIOUS	3102004
*C. SLEEPY	3102004
D. ANGRY	3102004
*COLLABORATE* WITH BILL	3102005
A. FIGHT	3102005
B. ARGUE	3102005
*C. COOPERATE	3102005
D. COLLECT	3102005

*PROCLIVITY* TO STUDY	3102006
*A. TENDENCY	3102006
B. DESIRE	3102006
C. INTENTION	3102006
D. SCHEME	3102006
*SUBJUGATED* BY RED CHIEF	3102007
A. SUBMITTED	3102007
B. BOTHERED	3102007
*C. OVERCOME	3102007
D. BRAINWASHED	3102007
A *PALATABLE* SUBSTITUTE	3102008
*A. TASTY	3102008
B. TASTELESS	3102008
C. BITTER	3102008
D. INADEQUATE	3102008

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THE STUDENT WILL SHOW KNOWLEDGE OF THE CHARACTERISTICS OF A SHORT STORY BY SELECTING THE DISTINGUISHING CHARACTERISTICS FROM AMONG ALTERNATIVES. %10 0050

BELOW ARE SEVERAL CHARACTERISTICS OF DIFFERENT TYPES OF LITERATURE. READ THEM CAREFULLY. 0042

- A. SHORT
- B. LENGTHY
- C. BIOGRAPHICAL
- D. FICTIONAL
- E. CREATING A SINGLE IMPRESSION
- F. ANALYTICAL
- G. INTERPRETATIVE
- H. RHYTHMICAL
- I. THEORETICAL

THERE ARE THREE CHARACTERISTICS IN THE LIST ABOVE THAT DISTINGUISH THE SHORT STORY FROM OTHER FORMS OF LITERATURE. CHOOSE THE NUMBER OF THE THREE CHARACTERISTICS BELOW WHICH IS CORRECT. 3100347

- \*A. A, D, AND E 3100347
- B. A, C, AND F 3100347
- C. C, D, AND E 3100347
- D. C, D, AND B 3100347

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#### MECHANICS

THE STUDENT WILL SHOW UNDERSTANDING OF RULES OF CAPITALIZATION BY CHOOSING TO CAPITALIZE OR NOT TO CAPITALIZE WORDS IN GIVEN SENTENCES. %50 0126

DIRECTIONS - SELECT THE ANSWER WHICH SHOWS PROPER CAPITALIZATION 0109

OF THE WORD.  
IN THE FOLLOWING SENTENCES THE \$ SIGN WILL DENOTE THE FIRST  
LETTER OF EACH WORD AS A CAPITAL LETTER.

WILL THE GREAT PUMPKIN COME ON	0	3101116
A. HALLOWEEN		3101116
*B. \$HALLOWEEN		3101116
CHECK IN AT OUR SCHOOLS	WHEN YOUVE BEEN ABSENT.	3101117
*A. OFFICE		3101117
B. \$OFFICE		3101117
THE NUMBER OF PEOPLE ENTERING THE VOCATION OF	IS	3101118
INCREASING.		3101118
*A. ENGINEERING		3101118
B. \$ENGINEERING		3101118
THE	OFFERS MANY FINE SELECTIONS.	3101119
A. BOOK-OF-THE-MONTH CLUB		3101119
*B. \$BOOK-OF-THE-\$MONTH \$CLUB		3101119
THE	BROKE WHEN I DROPPED IT.	3101120
A. THERMOS BOTTLE		3101120
*B. \$THERMOS BOTTLE		3101120
C. \$THERMOS \$BOTTLE		3101120
THE CLERK RECOMMENDED	.	3101121
A. GENERAL ELECTRIC LIGHT BULBS		3101121
B. \$GENERAL ELECTRIC LIGHT BULBS		3101121
*C. \$GENERAL \$ELECTRIC LIGHT BULBS		3101121
D. \$GENERAL \$ ELECTIRC \$LIGHT BULBS		3101121
E. \$GENERAL \$ELECTRIC \$LIGHT \$BULBS		3101121
OUR FOREFATHERS	HAS BEEN ALTERED VERY LITTLE.	3101122
A. DECLARATION OF INDEPENDENCE		3101122
B. \$DECLARATION OF INDEPENDENCE		3101122
*C. \$DECLARATION OF \$INDEPENDENCE		3101122
D. \$DECLARATION \$OF \$INDEPENDENCE		3101122
THE	RACES MUST WORK FOR MUTUAL UNDERSTANDING.	3101123
*A. BLACK AND WHITE		3101123
B. \$BLACK AND \$WHITE		3101123
C. BLACK AND \$WHITE		3101123
D. \$BLACK AND WHITE		3101123
AMERICAN WAS FIRST INHABITED BY THE	.	3101124
A. \$AMERICAN INDIANS		3101124
B. AMERICAN INDIANS		3101124
*C. \$AMERICAN \$ INDIANS		3101124
D. AMERICAN \$INDIANS		3101124
MY BEST FRIEND LIVES ON	.	3101125
A. FIFTY-NINTH STREET		3101125
B. \$FIFTY-NINTH STREET		3101125
*C. \$FIFTY-NINTH \$STREET		3101125
D. \$FIFTY-\$NINTH \$STREET		3101125
THE	WAS VERY CROWDED WHEN WE SHOPPED THERE.	3101126
A. OAK BROOK CENTER		3101126
B. \$OAK BROOK CENTER		3101126
C. \$OAK BROOK \$CENTER		3101126

*D. \$OAK \$BROOK \$CENTER	3101126
I MET            IN HIS OFFICE TO DISCUSS MY TERM PAPER.	3101127
A. PROFESSOR MACKEL	3101127
B. PROFESSOR \$MACKEL	3101127
C. \$PROFESSOR MACKEL	3101127
*D. \$PROFESSOR \$MACKEL	3101127
THE            WALKED INTO THE SENATE TO DELIVER HIS ADDRESS.	3101128
A. PRESIDENT	3101128
*B. \$PRESIDENT	3101128
HI,            0	3101129
A. DAD	1129
*B. \$DAD	3101129
ILL ASK MY            IF HE CAN TAKE US.	3101130
A. DAD	3101130
B. \$DAD	3101130
I THINK MY            SANDRA IS COMING TO SEE THE PLAY.	3101131
A. AUNT	3101131
*B. \$AUNT	3101131
SHARON CALLED HER            TO SEE IF SHE COULD STAY WITH HER.	3101132
A. AUNT	3101132
B. \$AUNT	3101132
WHAT TIME SHOULD I BE HOME,            0	3101133
A. MOM	3101133
*B. \$MOM	3101133
JUDY, YOUR            JUST CALLED FOR YOU.	3101134
A. MOM	3101134
B. \$MOM	3101134
THE            WAS THE FIRST MANNED SPACECRAFT TO CIRCLE THE MOON.	3101135
A. APOLLO VIII	3101135
*B. \$APOLLO VIII	3101135
THE LAST OF THE LUXURY SHIPS, THE            , HAS ABANDONED THE HIGH SEAS.	3101136
A. QUEEN ELIZABETH	3101136
B. QUEEN \$ELIZABETH	3101136
C. \$QUEEN ELIZABETH	3101136
*D. \$QUEEN \$ELIZABETH	3101136
OUR TOUR OF            WAS THE HIGH POINT OF THE EXCURSION IN WASHINGTON, D.C.	3101137
A. THE WHITE HOUSE	3101137
B. THE WHITE \$HOUSE	3101137
*C. THE \$WHITE \$HOUSE	3101137
D. \$THE \$WHITE \$HOUSE	3101137
WHAT IS SHOWING AT            0	3101138
A. THE VICTOR THEATRE	3101138
B. THE VICTOR \$THEATRE	3101138
*C. THE \$VICTOR \$THEATRE	3101138
D. \$THE \$VICTOR \$THEATRE	3101138
ONE POLITICAL PARTY IN EASTERN EUROPE THAT HAS MANY FOLLOWERS	3101139



IS	3101139
A. COMMUNISM	3101139
*B. \$COMMUNISM	3101139
ARE THE CONVENTIONS OF THE	3101140
*A. \$DEMOCRATS AND \$REPUBLICANS	3101140
B. DEMOCRATS AND REPUBLICANS	3101140
AMERICANS FEEL FORTUNATE TO LIVE IN A	3101141
*A. DEMOCRACY	3101141
B. \$DEMOCRACY	3101141
THE AMERICAN REVOLUTIONISTS WERE SERIOUSLY HAMPERED BY THE	3101142
A. TORIES	3101142
*B. \$TORIES	3101142
THE RELIGIONS HAVE A LARGE NUMBER OF FOLLOWERS.	3101143
A. JEWISH AND MOSLEM	3101143
B. \$JEWISH AND MOSLEM	3101143
C. JEWISH AND \$MOSLEM	3101143
*D. \$JEWISH AND \$MOSLEM	3101143
THE BOOK SACRED TO THE JEWS IS	3101144
A. THE TORAH	3101144
*B. THE \$TORAH	3101144
C. \$THE \$TORAH	3101144
I WAS PROPERLY INTRODUCED TO	3101145
A. \$MR. C. A. FORAM	3101145
B. MR. C. A. \$FORAM	3101145
C. MR. \$C. A. \$FORAM	3101145
D. \$MR. \$C. A. \$FORAM	3101145
*E. \$MR. \$C. \$A. \$FORAM	3101145
CORY IS ON A SWIMMING TEAM AT	3101146
A. THE Y.W.C.A.	3101146
B. THE \$Y.\$W.\$C.A.	3101146
*C. THE \$Y.\$W.\$C.\$A.	3101146
D. \$THE \$Y.\$W.\$C.\$A.	3101146
ON THIS DREARY, GLOOMY DAY, MY THOUGHTS TURN TO	3101147
*A. SPRING	3101147
B. \$SPRING	3101147
SINCE JOANN IS AN AVID SKIER, HER FAVORITE SEASON IS	3101148
*A. WINTER	3101148
B. \$WINTER	3101148
ALTHOUGH MY	3101149
IS OLD, HES STILL A GOOD WATCH DOG.	3101149
A. GERMAN SHEPHERD	3101149
*B. \$GERMAN SHEPHERD	3101149
C. GERMAN \$SHEPHERD	3101149
D. \$GERMAN \$SHEPHERD	3101149
THE MOST POPULAR ANIMAL AT THE PET SHOW WAS THE	3101150
*A. GUINEA PIG	3101150
B. \$GUINEA PIG	3101150
C. GUINEA \$PIG	3101150
D. \$GUINEA \$PIG	3101150
SMALL, SHIVERING	3101151
STOOD ON THE DOORSTEP.	3101151



*A. COCKER SPANIEL	3101151
B. \$COCKER SPANIEL	3101151
C. COCKER \$SPANIEL	3101151
D. \$COCKER \$SPANIEL	3101151
AMERICAS NATIONAL BIRD IS THE	3101152
*A. EAGLE	3101152
B. \$EAGLE	3101152
I WANT TO GO TO THE COLLEGE IN THE	3101153
A. EAST	3101153
*B. \$EAST	3101153
WE'LL TAKE YOUR SUGGESTION AND TRAVEL	3101154
*A. NORTH	3101154
B. \$NORTH	3101154
TURN WHEN YOU GET TO MAIN STREET.	3101155
*A. SOUTH	3101155
B. \$SOUTH	3101155
THE WORLD AWAITS THE OUTCOME OF THE CONFLICT IN	3101156
A. SOUTHEAST ASIA	3101156
B. \$SOUTHEAST ASIA	3101156
C. SOUTHEAST \$ASIA	3101156
*D. \$SOUTHEAST \$ASIA	3101156
AN EPIDEMIC OF THE	3101157
A. ASIAN FLU	3101157
B. ASIAN \$FLU	3101157
*C. \$ASIAN FLU	3101157
D. \$ASIAN \$FLU	3101157
I CAUGHT THE	3101158
*A. MUMPS	3101158
B. \$MUMPS	3101158
MY GRANDMOTHER LINES HER WINDOW SILLS WITH	3101159
A. AFRICAN VIOLETS	3101159
B. AFRICAN \$VIOLETS	3101159
*C. \$AFRICAN VIOLETS	3101159
D. \$AFRICAN \$VIOLETS	3101159
JIMMY ACCIDENTALLY STEPPED ON THE	3101160
BALL.	3101160
*A. PETUNIAS	3101160
B. \$PETUNIAS	3101160
THE GUESTS COMPLIMENTED THE HOSTESS ON THE	3101161
*A. BEEF STROGANOFF	3101161
B. BEEF \$STROGANOFF	3101161
C. \$BEEF STROGANOFF	3101161
D. \$BEEF \$STROGANOFF	3101161
MY LITTLE SISTER INCESSANTLY PRACTICES HER	3101162
*A. CLARINET	3101162
B. \$CLARINET	3101162
MY FAVORITE CLASS, OF COURSE, IS	3101163
*A. LANGUAGE ARTS	3101163
B. LANGUAGE \$ARTS	3101163

C. \$LANGUAGE ARTS	3101163
D. \$LANGUAGE \$ARTS	3101163

WE ARE REQUIRED TO TAKE ONE COURSE IN	3101164
A. AMERICAN HISTORY	3101164
B. AMERICAN \$HISTORY	3101164
*C. \$AMERICAN HISTORY	3101164
D. \$AMERICAN \$HISTORY	3101164

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THE STUDENT WILL SHOW HIS UNDERSTANDING OF THE STANDARD RULES OF CAPITALIZATION BY SELECTING THE CORRECTLY CAPITALIZED ITEM FROM A GROUP OF WORDS. %2	0216
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DIRECTIONS SELECT THE ALTERNATIVE THAT IS CORRECTLY CAPITALIZED. THE \$ WILL DENOTE THE FIRST LETTER OF THE WORD IS CAPITALIZED.	0175
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*A. \$INDIANS	2092
B. \$NATIONAL	
C. \$RACE	
D. \$TRIBE	

A. DOCTOR \$SMITH	2093
*B. \$DOCTOR \$SMITH	
C. A \$DOCTOR	

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THE STUDENT WILL SHOW HIS UNDERSTANDING OF THE DIFFERENCES BETWEEN POSSESSIVES AND CONTRACTIONS BY CORRECTLY IDENTIFYING EACH. %4	0219
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DIRECTIONS SELECT THE ANSWER THAT COMPLETES THE SENTENCE.	
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THE ONLY POSSESSIVE IN THE FOLLOWING LIST IS	2099
*A. ITS	
B. THERE,S	
C. WHO,S	
D. THEY,RE	

THE ONLY POSSESSIVE IN THE FOLLOWING LIST IS	2100
A. IT,S.	
B. THERE,RE.	
*C. WHOSE.	
D. YOU,RE.	

THE ONLY CONTRACTION IN THE FOLLOWING LIST IS	2101
A. YOURS.	
*B. YOU,RE.	
C. ITS.	
D. WHOSE.	

THE ONLY CONTRACTION IN THE FOLLOWING LIST IS	2102
A. THEIRS.	
B. ITS.	
*C. SHE,S	

D. HERS.

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THE STUDENT WILL SHOW HIS COMPREHENSION OF THE USE OF SEMICOLONS  
BY SELECTING SENTENCES WHICH ARE CORRECTLY PUNCTUATED WITH SEMI-  
COLONS. %1□ 0235

SELECT THE SENTENCE WHICH IS CORRECTLY PUNCTUATED. 0186  
NOTE -- A \$ SIGN DENOTES A SEMICOLON IN THE FOLLOWING SENTENCES.

- A. SOME STUDENTS STUDY LATE AT NIGHT\$ AND OTHERS GET UP EARLY  
TO STUDY. 2152
- B. SOME STUDENTS STAY UP LATE AND DO THEIR HOMEWORK, WHILE  
OTHERS GET UP EARLY TO STUDY.
- C. SOME STUDENTS STAY UP LATE TO DO THEIR HOMEWORK, HOWEVER,  
THEY ARE USUALLY SLEEPY IN CLASS THE NEXT DAY.
- \*D. SOME STUDENTS STAY UP LATE AT NIGHT DOING THEIR HOMEWORK\$  
OTHERS GET UP EARLY TO STUDY.

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THE STUDENT WILL SHOW UNDERSTANDING OF RULES FOR PUNCTUATING  
SUBORDINATE AND INDEPENDENT CLAUSES BY CORRECTLY PUNCTUATING  
SENTENCES EMPLOYING THEM. %9□ 0124

CHOOSE THE ANSWER THAT SHOWS CORRECT PUNCTUATION OF THE SENTENCE  
GIVEN. 0107  
THE \$ SIGN WILL DESIGNATE A SEMICOLON IN THE  
FOLLOWING SENTENCES.

- ALTHOUGH DAD LIKES FOOTBALL GAMES MOTHER AND I DONT CARE FOR  
THEM. 3101058
- A. ALTHOUGH, 3101058
- \*B. ALTHOUGH DAD LIKES FOOTBALL GAMES, 3101058
- C. ALTHOUGH, DAD LIKES FOOTBALL GAMES, 3101058
- D. NO CORRECTIONS 3101058

- THE GAME ENDED WHEN THE PLAYERS BEGAN TO FIGHT. 3101059
- A. THE GAME ENDED, WHEN 3101059
- B. THE GAME ENDED WHEN, 3101059
- C. THE GAME ENDED, WHEN, 3101059
- \*D. NO CORRECTIONS 3101059

- THE NEW STUDENT WALKED IN SHYLY AND ALL THE TALKING CEASED. 3101060
- \*A. THE NEW STUDENT WALKED IN SHYLY, AND 3101060
- B. THE NEW STUDENT WALKED IN SHYLY AND, 3101060
- C. THE NEW STUDENT WALKED IN SHYLY, AND, 3101060
- D. THE NEW STUDENT WALKED IN SHYLY\$ 3101060

- HE SPOKE AT GREAT LENGTH WHEN THE LEGISLATURE CONVENED. 3101061
- A. HE SPOKE AT GREAT LENGTH, 3101061
- B. HE SPOKE AT GREAT LENGTH WHEN, 3101061
- C. HE SPOKE AT GREAT LENGTH, WHEN, 3101061
- \*D. NO CORRECTION 3101061

- I WALKED QUICKLY TOWARD THE DISTURBANCE THEN I SAW WHAT THE  
TROUBLE WAS. 3101062
- A. I WALKED QUICKLY TOWARD THE DISTURBANCE, 3101062

B. I WALKED QUICKLY TOWARD THE DISTURBANCE THEN,	3101062
C. I WALKED QUICKLY TOWARD THE DISTURBANCE, THEN,	3101062
*D. I WALKED QUICKLY TOWARD THE DISTURBANCES THEN	3101062
E. NO CORRECTIONS	3101062

SINCE CAMP WAS NOT FAR FROM HOME I DID NOT FEEL LONELY.	3101063
*A. SINCE CAMP WAS NOT FAR FROM HOME,	3101063
B. SINCE CAMP WAS NOT FAR FROM HOMES	3101063
C. SINCE, CAMP WAS NOT FAR FROM HOME	3101063
D. NO CORRECTION	3101063

BECAUSE LINCOLN IS ADMIRER TODAY WE FORGET THAT SOME PEOPLE IN HIS OWN TIME DISLIKED HIM.	3101064
A. BECAUSE, LINCOLN IS ADMIRER TODAY	3101064
B. BECAUSE, LINCOLN IS ADMIRER TODAY,	3101064
*C. BECAUSE LINCOLN IS ADMIRER TODAY,	3101064
D. NO CORRECTION	3101064

THE BALL GAME WAS OVER AND THE PLAYERS OF OPPOSING TEAMS SHOOK HANDS.	3101065
A. THE BALL GAME WAS OVER, AND,	3101065
*B. THE BALL GAME WAS OVER, AND	3101065
C. THE BALL GAME WAS OVER AND,	3101065
D. NO CORRECTIONS	3101065

HE WALKED SLOWLY BECAUSE HE WAS VERY TIRED.	3101066
A. HE WALKED SLOWLY, BECAUSE,	3101066
B. HE WALKED SLOWLY,	3101066
C. HE WALKED SLOWLY BECAUSE,	3101066
*D. NO CORRECTIONS	3101066

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THE STUDENT WILL DEMONSTRATE UNDERSTANDING OF COMMA USAGE BY CHOOSING THE CORRECT LOCATION FOR COMMAS IN GIVEN SENTENCES. %30	0133
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DIRECTIONS - SELECT THE ANSWER THAT SHOWS THE CORRECT PUNCTUATION.	0116
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YES CERTAINLY YOU MAY GO.	3101295
A. NO COMMA NEEDED	3101295
*B. YES, CERTAINLY,	3101295
C. YES CERTAINLY,	3101295
D. YES, CERTAINLY	3101295

THE MAN WEARING THE RADGE HAS THE INFORMATION YOU NEED.	3101296
*A. NO COMMA NEEDED	3101296
B. THE MAN, WEARING THE RADGE,	3101296
C. THE MAN WEARING THE BADGE,	3101296
D. THE MAN, WEARING THE BADGE	3101296

ON NOV. 16 1968 RICHARD NIXON WON THE NATIONAL ELECTION.	3101297
A. NO COMMA NEEDED	3101297
B. NOV. 16, 1968	3101297
C. NOV. 16 1968,	3101297
*D. NOV. 16, 1968,	3101297

MR. BROWN OUR SCIENCE TEACHER GAVE US A LONG ASSIGNMENT BECAUSE HE WAS ANGRY.	3101298
A. NO COMMA NEEDED	3101298
	3101298

B. MR. BROWN, OUR SCIENCE TEACHER	3101298
*C. MR. BROWN, OUR SCIENCE TEACHER,	3101298
D. MR. BROWN OUR SCIENCE TEACHER,	3101298

I VISITED CHICAGO ILLINOIS THIS YEAR.	3101299
A. NO COMMA NEEDED	3101299
B. CHICAGO, ILLINOIS	3101299
C. , CHICAGO, ILLINOIS	3101299
*D. CHICAGO, ILLINOIS,	3101299

UNCLE BILL WILLED TWENTY THOUSAND DOLLARS TO JOE JACK AND HARRY.	3101300
A. NO COMMA NEEDED	3101300
B. JOE, JACK AND HARRY	3101300
*C. JOE, JACK, AND HARRY	3101300
D. , JOE, JACK, AND HARRY	3101300

OH CRAIG WILL YOU PLEASE LET THE DOG OUT	3101301
A. NO COMMA NEEDED	3101301
*B. OH, CRAIG, WILL YOU PLEASE	3101301
C. OH, CRAIG WILL YOU PLEASE,	3101301
D. OH CRAIG, WILL YOU PLEASE	3101301

JEAN BAKER WHO IS A MARVELOUS SWIMMER JUST WON ANOTHER MEDAL.	3101302
*A. JEAN BAKER, WHO IS A MARVELOUS SWIMMER,	3101302
B. NO COMMA NEEDED	3101302
C. JEAN BAKER WHO IS A MARVELOUS SWIMMER,	3101302
D. JEAN BAKER, WHO IS A MARVELOUS SWIMMER	3101302

HAVING SAVED 1046812 PENNIES, THEY PLANNED TO DEPOSIT THE MONEY IN THE BANK.	3101303
A. NO COMMA NEEDED	3101303
*B. 1,046,812	3101303
C. 10,46,812	3101303
D. 104,6812	3101303

WHENEVER I FEEL DEPRESSED I LIKE TO TAKE A LONG WALK.	3101304
A. NO COMMA NEEDED	3101304
B. WHENEVER, I FEEL DEPRESSED I	3101304
C. WHENEVER I FEEL DEPRESSED I,	3101304
*D. WHENEVER I FEEL DEPRESSED, I	3101304

CHILDREN SHOULD BE SEEN AND NOT HEARD.	3101305
A. SHOULD BE SEEN, AND	3101305
B. SHOULD BE SEEN AND,	3101305
C. CHILDREN, SHOULD BE SEEN	3101305
*D. NO COMMA NEEDED	3101305

UNLESS THE SUN COMES OUT SOON WE WILL NOT BE ABLE TO PLAY OUTSIDE.	3101306
*A. UNLESS THE SUN COMES OUT SOON,	3101306
B. UNLESS THE SUN, COMES OUT SOON	3101306
C. BE ABLE TO PLAY, OUTSIDE	3101306
D. NO COMMA NEEDED	3101306

JIM DOZING IN HIS CHAIR WAS STARTLED BY THE SUDDEN NOISE.	3101307
A. JIM DOZING IN HIS CHAIR,	3101307
*B. JIM, DOZING IN HIS CHAIR,	3101307
C. BY THE SUDDEN, NOISE	3101307
D. NO .COMMA NEEDED	3101307

I LOVE TO HAVE STEAK SALAD AND POTATOES FOR DINNER.	3101308
A. , STEAK, SALAD, AND POTATOES	3101308
B. STEAK, SALAD, AND POTATOES,	3101308
*C. STEAK, SALAD, AND POTATOES	3101308
D. NO COMMA NEEDED	3101308

IT HAD BEEN A LONG TEDIOUS RIDE TO COLORADO.	3101309
A. IT HAD BEEN,	3101309
*B. A LONG, TEDIOUS RIDE	3101309
C. A LONG, TEDIOUS, RIDE	3101309
D. NO COMMA NEEDED	3101309

THERE WAS A SHORT SPUTTER AND THEN THE MOTOR DIED COMPLETELY.	3101310
A. SHORT, SPUTTER AND THEN	3101310
*B. SHORT SPUTTER, AND THEN	3101310
C. SHORT SPUTTER AND THEN,	3101310
D. NO COMMA NEEDED	3101310

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JIM AND DAN LIKE TO DANCE AND SING TOO.

- A. JIM AND DAN,
- B. LIKE TO DANCE,
- \*C. AND SING, TOO
- D. NO COMMA NEEDED

3101311  
3101311  
3101311  
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3101311

THERE WAS A LONG MEANINGFUL SILENCE AFTER HE SAID THAT.

- \*A. LONG, MEANINGFUL
- B. LONG, MEANINGFUL,
- C. LONG MEANINGFUL SILENCE,
- D. LONG, MEANINGFUL, SILENCE,

3101312  
3101312  
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3101312  
3101312

SHE WAS ABLE TO CAN BERRIES BAKE A PIE AND CLEAN THE HOUSE BEFORE WE GOT HOME.

- A. ABLE TO, CAN THE BERRIES,
- B. CLEAN THE HOUSE,
- \*C. BERRIES, BAKE A PIE,
- D. NO COMMA NEEDED

3101313  
3101313  
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3101313

WE LIVED IN CHICAGO ILLINOIS BEFORE WE MOVED TO DENVER.

- A. IN CHICAGO, ILLINOIS
- B. IN, CHICAGO, ILLINOIS,
- \*C. IN CHICAGO, ILLINOIS,
- D. NO COMMA NEEDED

3101314  
3101314  
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FEBRUARY 26 1954 WAS HIS BIRTHDAY AND MINE.

- \*A. FEBRUARY 26, 1954,
- B. FEBRUARY 26 1954,
- C. WAS HIS BIRTHDAY,
- D. NO COMMA NEEDED

3101315  
3101315  
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WHY ARE YOU SO LATE JEANO

- A. WHY, ARE
- B. YOU, SO
- \*C. LATE, JEAN
- D. NO COMMA NEEDED

3101316  
3101316  
3101316  
3101316  
3101316

JOHN WHO FORGETS HIS HOMEWORK UNTIL THE LAST MINUTE WAS UNABLE TO COMPLETE HIS MATH ASSIGNMENT.

- \*A. JOHN, WHO FORGETS HIS HOMEWORK UNTIL THE LAST MINUTE,
- B. JOHN WHO FORGETS HIS HOMEWORK UNTIL THE LAST MINUTE,
- C. JOHN, WHO FORGETS HIS HOMEWORK UNTIL THE LAST MINUTE
- D. NO COMMA NEEDED

3101317  
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THEY LIKED MATH AND SCIENCE AND HISTORY.

- A. MATH, AND SCIENCE
- B. MATH, AND SCIENCE,
- C. MATH AND SCIENCE,
- \*D. NO COMMA NEEDED

3101318  
3101318  
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BRING THE DISHES AND THE SILVERWARE AND THE NAPKINS.

- A. DISHES, AND THE SILVERWARE
- B. DISHES, AND THE SILVERWARE,
- C. DISHES AND THE SILVERWARE,
- \*D. NO COMMA NEEDED

3101319  
3101319  
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HAVE YOU SEEN JEAN GEORGE OR JOEO

- A. SEEN, JEAN, GEORGE, OR JOE
- B. YOU, SEEN JEAN, GEORGE,
- \*C. JEAN, GEORGE, OR JOE
- D. NO COMMA NEEDED

3101320  
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ONE OF THE MOST INTERESTING DANCES THE HOPI SNAKE DANCE IS HELD	3101321
EACH YEAR IN AUGUST.	3101321
A. DANCES, THE HOPI SNAKE DANCE	3101321
*B. DANCES, THE HOPI SNAKE DANCE,	3101321
C. DANCES THE HOPI SNAKE DANCE,	3101321
D. NO COMMA NEEDED	3101321

SEND TWENTY-FIVE CENTS TO EL GUMMO COMPANY 14 WEST STICKY STREET	3101322
POUDUNK MISSOURI.	3101322
*A. EL GUMMO COMPANY, 14 WEST STICKY STREET, POUDUNK,	3101322
B. TO, EL GUMMO COMPANY, 14 WEST STICKY STREET, POUDUNK,	3101322
C. TO, EL GUMMO COMPANY 14 WEST STICKY STREET POUDUNK,	3101322
D. NO COMMA NEEDED	3101322

HE LIVES IN CHICAGO ILLINOIS 60634.	3101323
A. IN, CHICAGO, ILLINOIS, 60634.	3101323
B. IN CHICAGO, ILLINOIS, 60634.	3101323
*C. IN CHICAGO, ILLINOIS 60634.	3101323
D. NO COMMA NEEDED	3101323

IS THE ZIP CODE 60634 OR 606350	3101324
A. CODE, 60634 OR 60635	3101324
B. CODE, 60634, OR 60635	3101324
C. CODE 60634, OR 60635	3101324
*D. NO COMMA NEEDED	3101324

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THE STUDENT WILL SHOW HIS UNDERSTANDING OF THE RULES FOR USING COMMAS BY SELECTING THE CORRECTLY PUNCTUATED SENTENCES IN A GROUP OF SENTENCES. %4	0220
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SELECT THE CORRECTLY PUNCTUATED SENTENCE FROM THE LIST OF ALTERNATIVES.	0178
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A. JANE IS HAVING TROUBLE, WITH SPELLING.	2103
*B. WELL, JANE IS HAVING TROUBLE WITH SPELLING.	
C. JANE, IS HAVING TROUBLE WITH SPELLING.	

A. JANE IS A SHY, GIRL.	2104
*B. JANE, A SHY GIRL, BLUSHES EASILY.	
C. JANE, A SHY GIRL BLUSHES, EASILY.	

*A. IT WAS A BRIGHT, SUNNY DAY.	2105
B. IT WAS A SUNNY BRIGHT DAY.	
C. IT WAS A SUNNY PRIGHT, DAY.	

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GIVEN A LIST OF WORDS, THE STUDENT CAN SHOW KNOWLEDGE OF SPELLING BY SELECTING THE WORD WHICH IS INCORRECTLY SPELLED. %45	0128
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DIRECTIONS - SELECT THE WORD THAT IS SPELLED INCORRECTLY.	0111
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A. ACCIDENTALLY	3101195
*B. ACOMMODATE	3101195
C. ACQUAINT	3101195
D. ACQUIRE	3101195

E. ACROSS

- \*A. ALRIGHT
- B. ALREADY
- C. ALTHOUGH
- D. ALWAYS
- E. ALL READY

- A. AMAZE
- B. AMBUSH
- C. AMONG
- D. AMBITION
- \*E. AMATUER

- A. ANGLE
- B. ANXIOUS
- C. ANXIETY
- \*D. ANSERED
- E. ANTECEDENT

- A. APPETITE
- \*B. APPEARENCE
- C. APPRECIATE
- D. APOLOGY
- E. APOLOGIZE

- \*A. ARGUEMENT
- B. ARTICLE
- C. ARCTIC
- D. ARMOR
- E. ARRANGEMENT

- A. AWKWARD
- B. AUTHOR
- C. ATTACKED
- \*D. ATHELETICS
- E. ATTACH

- A. BEGINNING
- B. BELIEF
- \*C. BENIFIT
- D. BELIEVE
- E. BEGIN

- \*A. BEFOR
- B. BEAUTIFUL
- C. BARGAIN
- D. BECAUSE
- E. BETWEEN

- A. BICYCLE
- B. BISCUIT
- C. BOUNDARY
- D. BUILT
- \*E. BUISNESS

- A. CLIMB
- B. CHOSE
- C. CERTAIN
- \*D. CALENDER
- E. CHARACTERISTIC

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A. COLLEGE	3101206
B. COLUMN	3101206
*C. CONSCIENCE	3101206
D. COMING	3101206
E. COMMITTEE	3101206
A. CUSTOMER	3101207
*B. CORDIALY	3101207
C. CRITICIZE	3101207
D. COUSIN	3101207
E. COUNTRY	3101207
A. DECIDE	3101208
B. DECEIVE	3101208
*C. DECEITE	3101208
D. DECIDED	3101208
E. DECISION	3101208
A. DEFINITE	3101209
B. DEMOCRACY	3101209
C. DEMOCRATIC	3101209
*D. DEPENDANT	3101209
E. DESCEND	3101209
A. DESCRIBE	3101210
B. DESCRIBING	3101210
C. DESCRIPTION	3101210
D. DETERMINE	3101210
*E. DEVELOPE	3101210
*A. DISSAPPEAR	3101211
B. DINING	3101211
C. DIFFERENT	3101211
D. DICTIONARY	3101211
E. DISAPPOINT	3101211
A. DISTRACT	3101212
B. DISTINGUISH	3101212
C. DESSERT	3101212
*D. DESEASE	3101212
E. DISCIPLINE	3101212
A. ENOUGH	3101213
*B. EMBARASS	3101213
C. EXPECIALLY	3101213
D. EIGHTH	3101213
E. EFFICIENT	3101213
A. EXCELLENT	3101214
B. EXCEPT	3101214
C. EXCEPTION	3101214
D. EXCITING	3101214
*E. EXCITMENT	3101214
A. FAILURE	3101215
B. FAMILIES	3101215
*C. FAMILAR	3101215
D. FASCINATING	3101215
E. FAVORITE	3101215

*A. FEBUARY	3101216
B. FINALLY	3101216
C. FOREIGN	3101216
D. FORTY	3101216
E. FOUR	3101216
A. GOVERNMENT	3101217
*B. GOVERNER	3101217
C. GETTING	3101217
D. GEOGRAPHY	3101217
E. GASOLINE	3101217
A. GUARANTEE	3101218
B. GUARD	3101218
C. GYMNASIUM	3101218
D. GUESSING	3101218
*E. GRAMMER	3101218
A. HANKERCHIEF	3101219
*B. HEIGHTH	3101219
C. HOPING	3101219
D. HEALTH	3101219
E. HUMOROUS	3101219
*A. IMMEDIATLY	3101220
B. IMAGINE	3101220
C. INSTEAD	3101220
D. INDIAN	3101220
E. INTERESTING	3101220
A. LIBRARY	3101221
B. LICENSE	3101221
*C. LIESURE	3101221
D. LIEUTENANT	3101221
E. LISTEN	3101221
A. LOSE	3101222
B. LOSING	3101222
C. LIGHTNING	3101222
*D. LITERITURE	3101222
E. LOOSE	3101222
A. MEDICINE	3101223
B. MEDIEVAL	3101223
C. MINUTE	3101223
D. MISCHIEF	3101223
*E. MISCHIEVEOUS	3101223
*A. MOTER	3101224
B. MISSPELLED	3101224
C. MODIFY	3101224
D. MURMUR	3101224
E. MYSTERY	3101224
A. NIECE	3101225
B. NINETY	3101225
C. NINTH	3101225
*D. NOTICABLE	3101225
E. NUISANCE	3101225
*A. OCCASSIONALLY	3101226

B. OCCUR	3101226
C. OCCURRED	3101226
D. OCCURRENCE	3101226
E. ORIGINAL	3101226
A. PARALLEL	3101227
B. PERFORM	3101227
*C. PERScription	3101227
D. PHYSICAL	3101227
E. PICNICKING	3101227
A. PNEUMONIA	3101228
*B. PRIVILEGE	3101228
C. PLEASANT	3101228
D. PROBABLY	3101228
E. PRONUNCIATION	3101228
A. PECULIAR	3101229
*B. PRECEED	3101229
C. PROCEED	3101229
D. PRINCIPAL	3101229
E. PREFERRED	3101229
A. RECEIPT	3101230
B. REALIZE	3101230
C. RECEIVE	3101230
D. RECOMMEND	3101230
*E. RESISTENCE	3101230
A. REPETITION	3101231
B. RHYTHM	3101231
*C. RESTUARANT	3101231
D. RELIEVE	3101231
E. REMEMBER	3101231
A. SCHEDULE	3101232
B. SANDWICH	3101232
C. SCISSORS	3101232
D. SCENE	3101232
*E. SECRETERY	3101232
*A. SIEZE	3101233
B. SEPARATE	3101233
C. SERGEANT	3101233
D. SHINING	3101233
E. SOLDIER	3101233
A. SINCERELY	3101234
*B. SIMILIAR	3101234
C. SOLITUDE	3101234
D. STOMACH	3101234
E. STUDYING	3101234
A. SUCCEED	3101235
*B. SUPRISE	3101235
C. SUFFICIENT	3101235
D. SUMMARY	3101235
E. SUGGEST	3101235
A. THOUGH	3101236
B. THOUGHT	3101236

- C. THROUGH
- D. THOROUGH
- \*E. THOROUGH

3101236  
3101236  
3101236

- A. TITLE
- B. TRULY
- C. TWELFTH
- \*D. TRYED
- E. TUESDAY

3101237  
3101237  
3101237  
3101237  
3101237

- A. UNNECESSARY
- B. USUALLY
- \*C. UNTILL
- D. UNUSUAL
- E. UMBRELLA

3101238  
3101238  
3101238  
3101238  
3101238

- \*A. WHEATHER
- B. WEDNESDAY
- C. WEATHER
- D. WEIRD
- E. WITCH

3101239  
3101239  
3101239  
3101239  
3101239

- A. WRITING
- B. WRITTEN
- C. WRITER
- \*D. WONDERFULL
- E. WONDERING

3101240  
3101240  
3101240  
3101240  
1240

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GIVEN A LIST OF WORDS, THE STUDENT CAN SHOW KNOWLEDGE OF SPELLING  
BY SELECTING THE ONE WHICH IS INCORRECTLY SPELLED. %30

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DIRECTIONS - SELECT THE WORD THAT IS SPELLED \*INCORRECTLY\*.

0125

- A. ANSWER
- \*B. ABSENSE
- C. ABOUND
- D. AROUND

3101488  
3101488  
3101488  
3101488

- A. ACCEPT
- B. AFFECT
- \*C. ACCROSS
- D. ALL RIGHT

3101489  
3101489  
3101489  
3101489

- A. ANGLE
- B. AGAIN
- C. ALWAYS
- \*D. AMUNG

3101490  
3101490  
3101490  
3101490

- A. ARGUMENT
- \*B. ATHELETE
- C. ARRANGEMENT
- D. ABOUT

3101491  
3101491  
3101491  
3101491

- \*A. BUISNESS
- B. BUSY
- C. BELOW
- D. BUILT

3101492  
3101492  
3101492  
3101492

A. BELIEVE	3101493
B. BICYCLE	3101493
*C. BENEFITTED	1493
D. BEGINNING	3101493
A. CERTAIN	3101494
*B. CEMETARY	3101494
C. COUNTRY	3101494
D. COULD	3101494
A. CHOOSE	3101495
B. COMMITTEE	3101495
C. COLUMN	3101495
*D. COMEING	3101495
A. CAPITAL	3101496
B. CHOSE	3101496
*C. CONSCIENCE	3101496
D. COUNTY	3101496
*A. DEVELOPE	3101497
B. DIFFERENT	3101497
C. DISAPPEAR	3101497
D. DISCIPLINE	3101497
A. DECEIVE	3101498
*B. DOCTER	3101498
C. DOESNT	3101498
D. DISAPPOINT	3101498
A. EDUCATION	3101499
B. EXCELLENT	3101499
*C. EXISTANCE	3101499
D. EARLY	3101499
A. EXCEPT	3101500
B. EFFECT	3101500
C. EXPELL	3101500
*D. EXCERCISE	3101500
A. FEBRUARY	3101501
B. FINALLY	3101501
*C. FREIND	3101501
D. FOUR	3101501
A. FAIRLY	3101502
*B. FRIST	3101502
C. FOREIGN	3101502
D. FORTY	3101502
A. GOVERNMENT	3101503
B. GOVERNOR	3101503
*C. GRAMMER	3101503
D. GUESS	3101503
*A. HAVEING	3101504
B. HEIGHT	3101504
C. HOPE	3101504
D. HELPFUL	3101504
A. IMMEDIATE	3101505



*B. INDEPENDANT	3101505
C. INSTEAD	3101505
D. INSTANT	3101505
A. LITERATURE	3101506
B. LANGUAGE	3101506
*C. LIBRARY	3101506
D. LOSE	3101506
A. MINUTE	3101507
B. MAKING	3101507
*C. MEDECINE	3101507
D. MEANT	3101507
A. NIECE	3101508
B. NINTH	3101508
*C. NINTY	3101508
D. NECESSARY	3101508
*A. OCCURED	3101509
B. OMIT	3101509
C. OPPORTUNITY	3101509
D. OPEN	3101509
A. PERHAPS	3101510
B. PARALLEL	3101510
*C. PROBLY	3101510
D. PRINCIPAL	3101510
A. PECULIAR	3101511
B. POETRY	3101511
C. PRINCIPLE	3101511
*D. PROCEDE	3101511
A. REALIZE	3101512
*B. REALY	3101512
C. RECEIVE	3101512
D. RECOMMEND	3101512
*A. SIMIL IAR	3101513
B. SEPARATE	3101513
C. SCHEDULE	3101513
D. SALUTE	3101513
A. SINCERELY	3101514
B. STATIONERY	3101514
*C. SUPRISE	3101514
D. SECRETARY	3101514
A. THROUGH	3101515
B. TUESDAY	3101515
C. TROUBLE	3101515
*D. TRUELY	3101515
A. WEATHER	3101516
B. USUALLY	3101516
*C. UNTILL	3101516
D. VISITOR	3101516
A. WEDNESDAY	3101517
*B. WRITTING	3101517

C. WRITTEN  
D. WHETHER

3101517  
3101517

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## USE OF REFERENCES

BASED ON HIS KNOWLEDGE OF LIBRARY TERMINOLOGY, THE STUDENT WILL  
SELECT THE BEST DEFINITION OF TERMS USED IN LIBRARY SCIENCE TO  
IDENTIFY THE PARTS OF A BOOK. %10

0042

### DIRECTIONS

SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

- THE TITLE PAGE OF A BOOK IS A RIGHT-HAND PAGE LOCATED 3100286
- A. AT THE END OF THE BOOK, SHOWING THE BOOKS AUTHOR, TITLE, AND 3100286  
COPYRIGHT DATE. 3100286
  - B. AT THE BEGINNING OF THE BOOK, SHOWING THE SUB-TITLE, THE 3100286  
SCOPE OF THE BOOK, AND ITS AUTHOR AND PUBLISHER. 3100286
  - \*C. NEAR THE FRONT OF THE BOOK, SHOWING THE TITLE, AUTHOR, 3100286  
PUBLISHER, AND PLACE OF PUBLICATION. 3100286
- A GLOSSARY IS A LIST OF 3100287
- A. BOOKS, ARTICLES, ETC. ON A PARTICULAR SUBJECT. 3100287
  - \*B. SPECIAL, TECHNICAL, OR DIFFICULT WORDS IN THE BOOK, WITH 3100287  
EXPLANATIONS OR COMMENTS. 3100287
  - C. A COMPLETE LISTING OF THE NAMES OF THE PEOPLE WHO WROTE THE 3100287  
BOOK AND IDENTIFYING THE PART THEY WROTE. 3100287
- THE TABLE OF CONTENTS IS A LISTING OF THE 3100288
- A. SOURCE MATERIAL USED IN THE PREPARATION OF THE BOOK. 3100288
  - B. TOPICS OF THE BOOK ARRANGED IN ALPHABETICAL ORDER.
  - \*C. CHAPTERS, UNITS, OR ARTICLES IN THE BOOK, GIVEN IN THE ORDER 3100288  
THEY APPEAR. 3100288
- A BIBLIOGRAPHY IS A LIST OF 3100289
- A. BOOKS ABOUT A PERSON WHO IS LIVING OR HAS LIVED. 3100289
  - \*B. BOOKS AND ARTICLES THE AUTHOR USED IN GATHERING INFORMATION. 3100289
  - C. TOPICS CONTAINED IN THE BOOK, USUALLY IN ALPHABETICAL 3100289  
ORDER. 3100289
- A DEDICATION IS 3100290
- A. AN UNNECESSARY AND HUMOROUS PART OF A BOOK IN WHICH A PERSON 3100290  
SHOWS GRATITUDE TOWARD ANOTHER PERSON. 3100290
  - B. A NECESSARY PART OF A BOOK -- USUALLY BRIEF AND HUMOROUS -- 3100290  
EXPRESSING THE AUTHORS SOURCE OF INSPIRATION. 3100290
  - \*C. AN UNNECESSARY PART OF A BOOK IN WHICH AN AUTHOR SHOWS 3100290  
GRATITUDE TO, OR AFFECTION FOR, SOMEONE OR SOMETHING. 3100290
- A COPYRIGHT IS GRANTED BY 3100291
- A. THE GOVERNMENT TO PROTECT THE PUBLISHER REGARDING 3100291  
DUPLICATION OF A BOOK. 3100291
  - \*B. THE GOVERNMENT TO PROTECT THE AUTHOR REGARDING DUPLICATION 3100291  
OF A BOOK. 3100291
  - C. THE PUBLISHER TO PROTECT HIMSELF AND THE AUTHOR REGARDING 3100291  
DUPLICATION OF A BOOK. 3100291

THE COPYRIGHT DATE IS AN IMPORTANT DATE BECAUSE IT INDICATES

- A. WHEN A BOOK WAS PRINTED. 3100292
- B. WHEN A BOOK WAS COMPLETED BY THE AUTHOR. 3100292
- \*C. WHEN A BOOK WAS COMPLETED BY THE PUBLISHER. 3100292

A PREFACE MAY ALSO BE CALLED THE FOREWARD OR THE INTRODUCTION. 3100293  
THIS PART OF A BOOK USUALLY CONTAINS 3100293

- \*A. THE INTENT AND AIMS OF THE BOOK, AND OFTEN INSTRUCTIONS FOR ITS USE. 3100293
- B. A LIST OF THE CHAPTERS OR UNITS IN THE ORDER IN WHICH THEY APPEAR IN THE BOOK. 3100293
- C. THE AUTHORS STATEMENT OF THE SOURCES FROM WHICH HE OBTAINED HIS BOOK INFORMATION. 3100293

AN INDEX IS AN IMPORTANT FEATURE IN A FACTUAL BOOK BECAUSE IT IS A LIST OF 3100294

- A. CHAPTERS, UNITS, OR ARTICLES ARRANGED IN THE ORDER IN WHICH THEY APPEAR IN THE BOOK. 3100294
- B. SOURCE MATERIAL, ARRANGED BY SUBJECT, WHICH THE AUTHOR USED TO GATHER HIS FACTS IN THE BOOK. 3100294
- \*C. TOPICS IN THE BOOK, ALPHABETICALLY-ARRANGED AND LOCATED IN THE BACK OF THE BOOK. 3100294

AN APPENDIX IS 3100295

- \*A. AN ADDITIONAL SECTION, USUALLY IN THE BACK OF A BOOK, CONTAINING MATERIALS NOT REALLY A PART OF THE BOOK BUT CLOSELY RELATED TO IT. 3100295
- B. THE AUTHORS WRITTEN STATEMENT OF HIS INTENT IN WRITING THE BOOK, THE AIMS OF THE BOOK, AND OFTEN INSTRUCTIONS FOR USING THE BOOK. 3100295
- C. AN UNNECESSARY PART OF THE BOOK IN WHICH THE AUTHOR SHOWS GRATITUDE TO, OR AFFECTION FOR, SOMEONE OR SOMETHING. 3100295

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BASED ON HIS KNOWLEDGE OF THE ARRANGEMENT OF A BOOK, THE STUDENT WILL SELECT THE LOCATION OF SPECIFIC PARTS OF A BOOK. %4 0043

#### DIRECTIONS

SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

A TABLE OF CONTENTS IS LOCATED 3100296

- A. IN THE BACK OF A BOOK. 3100296
- \*B. IN THE FRONT OF A BOOK. 3100296
- C. BEFORE EACH CHAPTER IN A BOOK. 3100296

AN INDEX IS A MOST IMPORTANT FEATURE IN A FACT BOOK AND IS FOUND 3100297

- A. FOLLOWING EACH UNIT IN THE BOOK. 3100297
- B. IN THE FRONT FOLLOWING THE TITLE PAGE. 3100297
- \*C. IN THE BACK OF THE BOOK. 3100297

A GLOSSARY USUALLY APPEARS 3100298

- A. IN THE FRONT OF THE BOOK. 3100298
- \*B. IN THE BACK OF THE BOOK. 3100298
- C. FOLLOWING EACH CHAPTER IN THE BOOK. 3100298

( THE COPYRIGHT DATE OF A BOOK GENERALLY APPEARS 3100299

- A. ON THE BOTTOM OF THE TITLE PAGE. 3100299
- \*B. ON THE BACK OF THE TITLE PAGE. 3100299
- C. AT THE TOP OF THE TITLE PAGE. 3100299

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THE STUDENT WILL APPLY HIS KNOWLEDGE OF THE PARTS OF A BOOK BY IDENTIFYING THE PARTS HE WOULD USE TO OBTAIN INFORMATION FOR CERTAIN SPECIFIED SCHOOL ACTIVITIES. %6

0044

DIRECTIONS

SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

YOU ARE SEEKING THE MOST CURRENT INFORMATION ON RICHARD NIXON. TO BE SURE THE INFORMATION IS CURRENT, YOU SHOULD LOOK AT THE

3100300  
3100300  
3100300  
3100300  
3100300  
3100300

- A. INDEX.
- \*B. COPYRIGHT DATE.
- C. BIBLIOGRAPHY.
- D. TABLE OF CONTENTS.

YOU ARE FOLLOWING WRITTEN DIRECTIONS FOR AN EXPERIMENT AND FIND A MEASURING SYMBOL YOU DO NOT UNDERSTAND. YOU MIGHT EXPECT THE BOOK TO HAVE A TABLE OF WEIGHTS AND MEASURES, AND SO YOU LOOK FOR

3100301  
3100301  
3100301  
3100301  
3100301  
3100301  
3100301

- A. A BIBLIOGRAPHY.
- B. AN INDEX.
- \*C. AN APPENDIX.
- D. A PREFACE.

YOU ARE READING A BOOK ON BOATS AND BOATING, AND YOU FIND THE WORD \*KEEL\* WHICH YOU DO NOT UNDERSTAND. YOU SHOULD CHECK TO SEE IF THE BOOK HAS

3100302  
3100302  
3100302  
3100302  
3100302  
3100302

- A. AN INDEX.
- B. A TABLE OF CONTENTS.
- C. A FRONTISPIECE.
- \*D. A GLOSSARY.

YOU NEED A POEM TO RECITE FOR A CHRISTMAS PROGRAM. YOU SEE A BOOK CALLED \*GRANGERS INDEX TO POETRY\*. ITS ARRANGEMENT IS VERY CONFUSING. TO FIND OUT HOW TO USE THIS BOOK, YOU SHOULD LOOK IN THE

3100303  
3100303  
3100303  
3100303  
3100303  
3100303  
3100303  
3100303

- A. INDEX.
- \*B. INTRODUCTION.
- C. GLOSSARY.
- D. BIBLIOGRAPHY.

YOU ARE DOING A REPORT ON INDIA, AND THERE IS ONLY ONE BOOK IN YOUR LIBRARY, BUT IT IS A VERY GOOD BOOK. THE AUTHOR HAS MANY REFERENCES TO OTHER BOOKS ON THE SUBJECT WHICH YOU WOULD LIKE TO READ. TO FIND COMPLETE INFORMATION ABOUT HIS SOURCE MATERIAL, YOU WOULD LOOK FOR

3100304  
3100304  
3100304  
3100304  
3100304  
3100304  
3100304  
3100304  
3100304

- A. A GLOSSARY.
- B. AN INDEX.
- \*C. A BIBLIOGRAPHY.
- D. A BIOGRAPHY.

YOU ARE IN A HURRY TO FIND THE POPULATION OF NEW YORK STATE. ALL THE ENCYCLOPEDIAS ARE IN USE AND THE ONLY BOOK YOU CAN FIND IS ON THE MIDDLE ATLANTIC STATES. THE \*QUICKEST\* WAY TO FIND THE LOCATION OF INFORMATION ABOUT NEW YORK STATE WOULD BE TO CHECK

3100305  
3100305  
3100305  
3100305  
3100305  
3100305  
3100305  
3100305

- A. THE APPENDIX.
- B. IN THE INTRODUCTION.
- C. THE TABLE OF CONTENTS.
- \*D. THE INDEX.

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GIVEN A SPECIFIC GLOSSARY, THE STUDENT WILL SHOW THAT HE HAS UNDERSTANDING OF THE USE OF A GLOSSARY BY IDENTIFYING SPECIFIED INFORMATION FROM THAT GLOSSARY. BASED ON \*DIMENSIONS\*, SCOTT, FORESMAN AND CO. %6□

0028

DIRECTIONS :  
SELECT THE BEST ANSWER FOR THE QUESTION.

TO LOCATE INFORMATION ABOUT LEONARDO DA VINCI, YOU LOOK UNDER

- A. THE LETTER L .
- \*B. THE LETTER D .
- C. THE LETTER V .

3100203  
3100203  
3100203  
3100203

THE GLOSSARY HELPS A READER VISUALIZE THE SIZE OF BALI BY

- A. SHOWING ITS LOCATION ON A MAP.
- B. TELLING ITS AREA IN SQUARE MILES.
- \*C. SHOWING ITS LOCATION ON A MAP AND GIVING ITS AREA IN SQUARE MILES.

3100204  
3100204  
3100204  
3100204  
3100204

UBANGI IS THE NAME OF A

- A. COUNTRY IN AFRICA.
- B. RIVER IN ASIA.
- \*C. TRIBE OF PEOPLE IN AFRICA.

3100205  
3100205  
3100205  
3100205

THE WORD BALINESE CAN BE USED AS

- A. AN ADJECTIVE.
- B. A NOUN.
- \*C. EITHER A NOUN OR ADJECTIVE.

3100206  
3100206  
3100206  
3100206

THE WORD FRIEZE RHYMES WITH

- A. SIZE.
- B. GAZE.
- \*C. TEASE.

3100207  
3100207  
3100207  
3100207

IN THE SENTENCE MALVINA HOFFMAN BROUGHT BACK SIX BRONZES, THE WORD BRONZES HAS THE MEANING GIVEN IN WHICH GLOSSARY ENTRYO

- A. DEFINITION 1.
- \*B. DEFINITION 3.
- C. DEFINITION 4.

3100208  
0208  
3100208  
3100208  
3100208

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THE STUDENT CAN APPLY KNOWLEDGE OF THE DICTIONARY BY USING IT TO SELECT ANSWERS TO QUESTIONS ABOUT A GIVEN WORD. %4□

0069

ANSWER EACH QUESTION BELOW ON THE BASIS OF INFORMATION GIVEN FROM A DICTIONARY.

0058

RE-SOURCE-FUL %RE-SORS-FUL□

- ADJ., 1. FULL OF RESOURCES
- 2. CAPABLE OF MEETING NEW DEMANDS

CHOOSE THE LETTER OF THE BEST ANSWER.

THE WORD \*RESOURCEFUL\* IS

- \*A. AN ADJECTIVE.
- B. A NOUN.

3100411  
3100411  
3100411

C. AN ADVERB.	3100411
D. A VERB.	3100411

HOW MANY SYLLABLES ARE IN THE WORD RESOURCEFUL	0412
A. FOUR.	3100412
*B. THREE.	3100412
C. TWO.	3100412
D. ONE.	3100412

IN THE PARENTHESES WE FIND THE	3100413
A. WORDS MEANING	3100413
B. PLURAL FORM OF THE WORD.	3100413
*C. WORDS PRONOUNCIATION.	3100413
D. SYNONYM FOR THE WORD.	3100413

WHICH SYLLABLE IS STRESSED	3100414
A. FIRST	3100414
*B. SECOND	3100414
C. THIRD	3100414
D. FOURTH	3100414

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THE STUDENT WILL SHOW KNOWLEDGE OF TERMS RELATING TO THE DICTIONARY BY MATCHING TERMS AND EXAMPLES. %5	0070
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MATCH THE TERMS AND ABBREVIATIONS BELOW.	59
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- A. PART OF SPEECH
- B. SOURCE
- C. TOP OF PAGE
- D. PRONOUNCIATION
- E. MEANING

KEY WORDS *D	3100415
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GUIDE WORDS *C	3100416
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*N* *A	3100417
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DEFINITION *E	3100418
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DERIVATION *B	3100419
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THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF TERMS COMMONLY USED IN ARRANGING LIBRARY BOOKS BY MATCHING DEFINITIONS WITH TERMS. %4	0045
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DIRECTIONS  
SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

NOVELS, SHORT STORIES, AND OTHER PROSE WRITINGS THAT TELL ABOUT IMAGINARY PEOPLE AND HAPPENINGS ARE	3100306
A. NON-FICTION.	3100306
B. FANTASY.	3100306
*C. FICTION.	3100306
D. BIOGRAPHY.	3100306



A BOOK GIVING A FACTUAL ACCOUNT OF A PERSONS LIFE IS A	3100307
A. BIBLIOGRAPHY.	307
*B. BIOGRAPHY.	307
C. FOLKTALE.	307
D. NON-FICTION BOOK.	3100307

PROSE LITERATURE THAT IS *NOT* A NOVEL, SHORT STORY, OR OTHER	3100308
FORM OF WRITING BASED ON IMAGINARY PEOPLE AND/OR EVENTS IS	3100308
A. FACT.	3100308
*B. NON-FICTION.	3100308
C. FICTION.	3100308
D. FANTASY.	3100308

A FACTUAL BOOK DESCRIBING THE AUTHORS OWN LIFE IS	0309
A. A BIBLIOGRAPHY.	309
B. A BIOGRAPHY.	309
C. A COLLECTIVE BIOGRAPHY.	309
*D. AN AUTOBIOGRAPHY.	309

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THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF LIBRARY	0046
ARRANGEMENT BY IDENTIFYING PHRASES WHICH CORRECTLY COMPLETE	
STATEMENTS RELATING TO	

- A. SHELF-ARRANGEMENT
- B. DIVISION OF BOOK COLLECTION
- C. CLASSIFICATION SYSTEM
- D. NON-FICTION SPINE MARKINGS
- E. ARRANGEMENT METHODOLOGY %80

DIRECTIONS  
SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

IN MOST LIBRARIES WHERE BOOKS MAY BE SELECTED FROM OPEN SHELVING,	3100310
THEY ARE ARRANGED	3100310
A. FROM RIGHT TO LEFT AND TOP TO BOTTOM.	3100310
*B. FROM LEFT TO RIGHT AND TOP TO BOTTOM.	3100310
C. FROM RIGHT TO LEFT AND BOTTOM TO TOP.	3100310
D. FROM LEFT TO RIGHT AND BOTTOM TO TOP.	3100310

PUBLIC LIBRARIES AND SCHOOL LIBRARIES GENERALLY DIVIDE THEIR BOOK	3100311
COLLECTIONS INTO MAJOR AREAS, NAMELY	3100311
A. FICTION, FACT, FANTASY, FOLKTALES, BIOGRAPHY AND REFERENCE.	3100311
B. FICTION, FANTASY, AND REFERENCE.	3100311
*C. FICTION, NON-FICTION, BIOGRAPHY, AND REFERENCE.	3100311
D. FICTION, NON-FICTION, BIBLIOGRAPHY, FACT, AND REFERENCE.	3100311

THE MOST COMMONLY-USED SYSTEM OF ARRANGING LIBRARY BOOKS IN THE	-3100312
UNITED STATES TODAY IN PUBLIC AND SCHOOL LIBRARIES IS THE	3100312
A. PATTERSON COLOR AND BINDING SIZE CLASSIFICATION SYSTEM WITH	3100312
TEN MAJOR CLASSES.	3100312
B. SANDERS SUBJECT CLASSIFICATION SYSTEM WITH FIVE MAJOR CLASS-	3100312
ES.	3100312
*C. DEWEY DECIMAL CLASSIFICATION SYSTEM WITH TEN MAJOR CLASSES.	3100312
D. CUTTER AUTHOR CLASSIFICATION SYSTEM WITH FIVE MAJOR CLASSES.	3100312

NON-FICTION BOOKS HAVE MARKINGS ON THE SPINE OR BACKBONE OF THE	3100313
BOOK KNOWN AS THE	3100313
A. ACCESSION NUMBER.	3100313



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BASKETBALL	F R E D	THE		SAILORS	
SPARKPLUG	D E T	BIG	R	C H	THE
	E C T	LOOP	IS FOR	O I	LUCKIEST
	I V E		ROCKET	C E	GIRL
BY	BY	BY	BY	BY	BY
MATT		CLAIRE	RAY	NATALIE	BEVERLY
CHRISTOPHER	WALTER	BISHOP	BRADBURY	CARLSON	CLEARY
	BROOKS				

FAMOUS PAINTINGS • PICTURE BOOK • TIME FOR YOU AND YOUR HALL





- C. BIOGRAPHY BOOKS.
- \*D. NON-FICTION BOOKS.
- E. FANTASY BOOKS.

3100325  
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\*STARS OF THE HOME PLATE\* INCLUDES FACTUAL ACCOUNTS OF MEMORABLE EPISODES IN THE LIVES OF SEVERAL BASEBALL \*GREATS\* INCLUDING LOU GEHRIG, SANDY KOUFAX, AND MICKEY MANTLE. THIS BOOK SHOULD BE PLACED WITH

3100326  
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- A. NON-FICTION BOOKS.
- B. SPORTS BOOKS.
- \*C. COLLECTIVE BIOGRAPHY BOOKS.
- D. BIOGRAPHY BOOKS.
- E. FICTION BOOKS.

THE THREE-VOLUME SET OF BOOKS CALLED \*ALBUM OF GREAT MEN IN AMERICAN HISTORY\* CONTAINS FACTUAL INFORMATION ON APPROXIMATELY 200 MEN WHO HAVE CONTRIBUTED TO THE GROWTH OF THE UNITED STATES. THIS BOOK WOULD BEST BE PLACED WITH

3100327  
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- A. BIOGRAPHY BOOKS.
- B. FICTION BOOKS.
- \*C. REFERENCE BOOKS.
- D. COLLECTIVE BIOGRAPHY BOOKS.
- E. NON-FICTION BOOKS.

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THE STUDENT WILL SHOW UNDERSTANDING OF A LIBRARY CARD CATALOG BY COMPLETING STATEMENTS WITH REGARD TO KIND, CONTENT, AND DRAWER LOCATION FOR SAMPLE CATALOG CARDS OF VARIOUS KINDS. %19

0049

DIRECTIONS - ANSWER EACH QUESTION BASED ON THE GIVEN DRAWING OF A SAMPLE CARD FROM THE CARD CATALOG.

0038

FIREARMS BY WINCHESTER

683 COLBY, CARROLL BURLEIGH  
C FIREARMS BY WINCHESTER, A PART OF  
UNITED STATES HISTORY. COWARD- MC CANN  
1957  
48P. ILLUS

CARROLL BURLEIGH COLBY IS THE

3100328  
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3100328  
3100328  
3100328

- A. CO-AUTHOR.
- B. PUBLISHER.
- \*C. AUTHOR.
- D. ILLUSTRATOR.

\*FIREARMS BY WINCHESTER\* IS THE

3100329  
3100329  
3100329  
3100329

- A. SUBJECT OF THE BOOK.
- \*B. TITLE OF THE BOOK.
- C. SUBJECT AND AUTHOR OF THE BOOK.

279

D. TITLE AND AUTHOR OF THE BOOK.

3100330

IN THE UPPER LEFT HAND CORNER, YOU FIND THE NUMBER 683 AND LETTER

3100330

C. THESE TWO LINES ARE THE

3100330

A. BOOK NUMBER.

3100330

\*B. CALL NUMBER.

3100330

C. LIBRARY NUMBER.

3100330

D. ACCESSION NUMBER.

3100330

THE NUMBER IN THE UPPER LEFT HAND CORNER IS DETERMINED BY THE

3100331

\*A. SUBJECT MATTER OF THE BOOK.

3100331

B. AUTHORS LAST NAME.

3100331

C. TITLE OF THE BOOK.

3100331

D. BOOKS COPYRIGHT DATE.

3100331

THE LETTER IN THE UPPER LEFT HAND CORNER UNDER THE NUMBER IS DETERMINED BY THE

3100332

A. SUBJECT MATTER OF THE BOOK.

3100332

\*B. AUTHORS LAST NAME.

3100332

C. TITLE OF THE BOOK.

3100332

D. AUTHORS FIRST NAME.

3100332

3100332

THIS CATALOG CARD IS

3100333

A. A SUBJECT CARD.

3100333

B. AN AUTHOR CARD.

3100333

\*C. A TITLE CARD.

3100333

D. A CROSS-REFERENCE CARD.

3100333

THE BOOK DESCRIBED ON THIS CATALOG CARD IS A

3100334

\*A. NON-FICTION BOOK.

3100334

B. FICTION BOOK.

3100334

C. GENERAL REFERENCE BOOK.

3100334

D. BIOGRAPHY BOOK.

3100334

IN WHAT CARD CATALOG DRAWER WOULD \*THIS\* CARD BE FILED

3100335

A. C - CH

3100335

\*B. F - FL

3100335

C. W

3100335

D. CI - CZ

3100335

DIRECTIONS - ANSWER EACH QUESTION BASED ON THE GIVEN DRAWING OF A SAMPLE CARD FROM THE CARD CATALOG.

0039

.....  
.  
.  
A ADRIAN, MARY  
THE FIREHOUSE MYSTERY. HOUGHTON  
1950.  
226P.  
.  
.  
.  
.  
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.  
.  
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.....

THE BOOK DESCRIBED ON THIS CATALOG CARD IS A

3100336

A. NON-FICTION BOOK.

3100336

\*B. FICTION BOOK.

3100336

C. BIOGRAPHY BOOK.

3100336







D. A CROSS-REFERENCE CARD.

3100343

IN WHAT CARD CATALOG DRAWER WOULD THIS CARD BE FILED?

3100344

A. A - AM

3100344

\*B. F - FI

3100344

C. M - MY

3100344

D. T - TR

3100344

DIRECTIONS - ANSWER EACH QUESTION BASED ON THE GIVEN DRAWING OF  
A SAMPLE CARD FROM THE CARD CATALOG.

0041

.....  
.  
FOOD  
SEE ALSO  
FRUIT  
GRAIN  
MEAT  
POULTRY  
VEGETABLES  
.  
.....

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THIS KIND OF CARD IN THE CATALOG IS

3100345

A. A SUBJECT CARD

3100345

\*B. A CROSS-REFERENCE CARD.

3100345

C. A SUBJECT INDEX CARD.

3100345

D. A REFERENCE INDEX CARD.

3100345

IN WHAT CATALOG DRAWER WOULD THIS CARD BE FILED?

3100346

A. S - SEE

3100346

B. FP - FZ

3100346

\*C. FI - FO

3100346

D. S - SG

3100346

\*\*\*\*\*

THE STUDENT WILL SHOW KNOWLEDGE OF USE OF THE THESAURUS BY  
SELECTING USES OF THE BOOK. %1□

0243

SELECT THE ITEM THAT CAN \*NOT\* BE FOUND THROUGH THE USE OF A  
THESAURUS.

0189

\*A. THE DEFINITION OF THE WORD \*SPONTANEOUS\*

2166

B. THE ANTONYM OF THE WORD \*STABILITY\*

C. THE SYNONYM OF THE WORD \*SQUAT\*

D. THE SLANG EXPRESSION OF THE WORD \*SCOLD\*

\*\*\*\*\*

THE STUDENT WILL SHOW KNOWLEDGE OF THE SIMILARITIES BETWEEN A  
DICTIONARY AND A THESAURUS BY SELECTING THE WAY IN WHICH THEY ARE  
ALIKE. %1□

0244

SELECT THE SENTENCE THAT STATES A SIMILARITY BETWEEN A DICTIONARY  
AND A THESAURUS.

0190

A. BOTH REFERENCE BOOKS GIVE THOROUGH DEFINITIONS.

2167

THE STUDENT WILL SHOW HIS COMPREHENSION OF THE MEANING OF THE TERM MORPHEME BY SELECTING THE NUMBER OF MORPHEMES FOR EACH WORD IN A GIVEN LIST OF WORDS. %12□

0100

YOU ARE TO DETERMINE THE NUMBER OF MORPHEMES IN EACH WORD. INDICATE WHETHER THE WORD CONTAINS -

0086

- A. ONE MORPHEME.
- B. TWO MORPHEMES.
- C. THREE OR MORE MORPHEMES.

UNCHAIN \*B

3100583

SANDY \*B

3100584

AFFECTIONATELY \*C

3100585

CHILDRENS \*C

3100586

HAMMER \*A

3100587

KITCHEN \*A

3100588

ORIGINALITY \*C

3100589

PREDETERMINE \*C

3100590

KINDERGARTEN \*B

3100591

MOTHER \*A

3100592

BECALM \*B

3100593

OPERATE \*A

594

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE UNDERSTANDING OF SYLLABIFICATION BY SELECTING THOSE WORDS THAT ARE CORRECTLY SYLLABICATED. %1□

0137

DIRECTIONS - CHOOSE THE LETTER IN FRONT OF THE SENTENCE WHICH CONTAINS THE CORRECTLY SYLLABICATED WORD.

0121

- \*A. I HAVE NO DE-SIRE TO QUESTION THIS.
- B. THE ANT-I WAR FEELING LEFT JOHN CONFUSED.
- C. ANY DIS-CRIM-INAT-ION WAS QUESTIONED.
- D. MY COMP-AN-ION WAS INJURED YESTERDAY.

\*\*\*\*\*

THE STUDENT CAN DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN HOMONYMS, SYNONYMS, AND ANTONYMS BY CATEGORIZING PAIRS OF WORDS. %30□

0146

DIRECTIONS  
EXAMINE EACH PAIR OF WORDS CAREFULLY. THEN DECIDE WHETHER THEY ARE

130

- A. ANTONYMS.
- B. SNYNONYMS.
- C. HOMONYMS.

HOT AND COLD *A	3101605
BREAK AND BRAKE *C	3101606
LIBERTY AND FREEDOM *B	3101607
ALTER AND ALTAR *C	3101608
FULL AND EMPTY *A	3101609
COURSE AND COARSE *C	3101610
HONOR AND FAME *B	3101611
ALL READY AND ALREADY *C	3101612
SMOOTH AND WRINKLED *A	3101613
INDUSTRIOUS AND LAZY *A	3101614
COUNCIL AND COUNSEL *C	3101615
BRAVE AND COURAGEOUS *B	3101616
DARK AND DIM *B	3101617
THEIR AND THERE *C	3101618
JOYFUL AND JOYLESS *A	3101619
KNEW AND NEW *C	3101620
VELOCITY AND SPEED *B	3101621
YOU'RE AND YOUR *C	3101622
PLODDED AND GALLOPED *A	3101623
CENT AND SENT *C	3101624
WISE AND SENSIBLE *B	3101625
HUMBLE AND MEEK *B	3101626
FEARLESS AND PANICKY *A	3101627
DIFFICULT AND EASY *A	3101628
DESERT AND DESSERT *C	3101629
EMPTY AND VACANT *B	3101630
THREW AND THROUGH *C	3101631
PEACEFUL AND TURBULENT *A	3101632
BARBARIAN AND SAVAGE *B	3101633
REFINED AND CIVILIZED *B	3101634

\*\*\*\*\*

THE STUDENT WILL SHOW KNOWLEDGE OF THE \*CLICHE\* BY BEING ABLE TO IDENTIFY THE DEFINITION OF THE TERM. %1

0251

DIRECTIONS

SELECT THE ANSWER THAT COMPLETES THE SENTENCE.

THE TERM \*CLICHE\* CAN BE DEFINED AS

2197

- A. A COMMONLY USED FOREIGN PHRASE.
- \*B. A WORN OUT EXPRESSION WHICH HAS LOST ITS ORIGINAL SHARPNESS.
- C. A COLLOQUIAL EXPRESSION.
- C. THE INFORMAL LANGUAGE OF A PARTICULAR SOCIETY.

\*\*\*\*\*

THE STUDENT WILL SHOW KNOWLEDGE OF THE \*CLICHE\* BY IDENTIFYING APPROPRIATE EXAMPLES. %2

0252

DIRECTIONS

SELECT THE BEST ANSWER FOR THE QUESTION.

WHICH OF THE FOLLOWING IS \*NOT\* AN EXAMPLE OF A CLICHEO

2198

- A. GOOD ENOUGH TO EAT
- B. SOFT AS SILK
- C. QUICK AS A FLASH
- \*D. THE MAIN POINT IS

WHICH OF THE FOLLOWING WOULD BE AN APPROPRIATE CLICHE FOR \*VERY COMFORTABLE\*

2199

- A. COMFY
- B. GROOVIN
- \*C. AS SNUG AS A BUG IN A RUG
- D. QUITE RELAXED

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE MEANING OF A WORD BY IDENTIFYING THE BEST DEFINITION OF THE WORD AS USED IN A GIVEN SENTENCE. VOCABULARY FROM \*DIMENSIONS\*, \*HERITAGE\* UNIT. %11

0015

DIRECTIONS

SELECT THE LETTER OF THE ANSWER THAT BEST DEFINES THE STARRED WORD.

THE WAY SHE TALKED TO HER MOTHER WAS \*APPALLING\*.

- A. AMUSING
- B. CONDESCENDING
- \*C. SHOCKING

3100052  
3100052  
3100052  
3100052

BOBS PARENTS \*THWARTED\* HIS PLANS TO BUY A RADIO.

- A. LAUGHED AT
- \*B. SUCCESSFULLY OPPOSED
- C. AGREED WITH

3100053  
3100053  
3100053  
3100053

CLEANING THE ATTIC WAS \*MENIAL\* WORK.

- \*A. LOWL

3100054  
3100054

B. HARD	3100054
C. MENTALLY STIMULATING	3100054
THE *VELLUM* IS ON THE SHELF.	
A. A TYPE OF FLAVORING FOR FOOD	3100055
*B. PARCHMENT	3100055
C. RED STONE	3100055
HE *ENDURED* THE LONG SPEECH.	3100055
*A. TOLERATED	3100056
B. ENJOYED	3100056
C. MISSED	3100056
*FRANTICALLY* BETH LOOKED FOR HER HOUSE KEY.	3100056
A. CAREFULLY	3100057
B. SYSTEMATICALLY	3100057
*C. VERY EXCITEDLY	3100057
THE BOY *WANTONLY* WASTED HIS ALLOWANCE.	3100057
A. MISTAKENLY	3100058
B. PLEASURABLY	3100058
*C. WITHOUT REASON	3100058
IT WAS AN *EXHILARATING* WALK.	3100058
A. LONELY	3100059
*B. STIMULATING	3100059
C. BORING	3100059
SOME NOBLES ACCUSED KING JOHN OF BEING *TYRANNICAL*.	3100059
A. TRUANT	3100060
B. TIRESOME	3100060
*C. UNJUST	3100060
THE TOWN WAS *ANNIHILATED* BY THE STORM.	3100060
*A. WIPED OUT OF EXISTENCE	3100061
B. SEALED OFF	3100061
C. FLOODED	3100061
HER HAT WAS *CONSPICUOUS*.	3100061
A. COLORFUL	62
B. LARGE	3100062
*C. EASILY SEEN	3100062
	3100062

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THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE MEANING OF  
SPECIFIC VOCABULARY WORDS BY SELECTING THE BEST DEFINITION OF THE  
WORD. %25

0027

DIRECTIONS  
SELECT THE BEST ANSWER FOR THE QUESTION.

A PERSON WITH AN \*INSATIABLE\* APPETITE IS  
A. SATISFIED.  
\*B. GREEDY.  
C. CURIOUS.

3100176  
3100176  
3100176  
3100176

A \*MELANCHOLY\* BOY IS  
\*A. GLOOMY.  
B. HAPPY.

3100177  
177  
3100177

C. WORRIED.	3100177
TO *EMERGE* MEANS TO	
*A. COME OUT.	3100178
B. GO IN.	3100178
C. DISCOVER.	3100178
	3100178
A *LABYRINTH* CAN BE DESCRIBED AS BEING	
A. STRAIGHT.	3100179
*B. CONFUSING.	3100179
C. EASY TO FOLLOW.	3100179
	3100179
*SIMULTANEOUS* EVENTS HAPPEN	
*A. AT THE SAME TIME.	3100180
B. ONE AFTER ANOTHER.	3100180
C. QUICKLY.	3100180
	3100180
*INCREDIBLE* MEANS	
A. HASTY.	3100181
B. TRUTHFUL.	3100181
*C. UNBELIEVABLE.	3100181
	3100181
TO *ENVELOP* IS TO	
A. INVOLVE.	3100182
*B. SURROUND.	3100182
C. MAIL.	3100182
	3100182
*PERPETUAL* MEANS	
A. SELDOM.	3100183
B. YEARLY.	3100183
*C. CONTINUOUS.	3100183
	3100183
A *CONFIRMED* STATEMENT HAS BEEN	
*A. PROVED.	3100184
B. WHISPERED.	3100184
C. EXAGGERATED.	3100184
	3100184
IN A *PLANETARIUM* ONE CAN LEARN ABOUT	
A. PLANTS AND INSECTS.	3100185
B. ANIMALS AND FISH.	3100185
*C. STARS AND PLANETS.	3100185
	3100185
AN *ILLUSION* IS	
*A. A MISLEADING APPEARANCE.	3100186
B. AN INDIRECT REFERENCE.	3100186
C. A BRIGHT OBJECT.	3100186
	3100186
*POSTERITY* MEANS	
A. THE PRESENT GENERATION.	3100187
B. PAST GENERATIONS.	186
*C. FUTURE GENERATIONS.	3100187
A *NOXIOUS* FLUID IS	
*A. POISONOUS.	3100188
B. BLACK.	3100188
C. THICK.	3100188
	3100188
TO BE *AGITATED* IS TO BE	
A. CAREFREE.	3100189
B. UNDECIDED.	3100189
*C. DISTURBED.	3100189
	3100189

A *DEFUNCT* NEWSPAPER IS ONE THAT IS	
*A. NO LONGER IN EXISTENCE.	3100190
B. DEFICIENT.	3100190
C. WELL-WRITTEN.	3100190
IF ONE *RETALIATES*, HE	3100190
A. SINGS.	3100191
B. WITHDRAWS.	3100191
*C. PAYS BACK A WRONG.	3100191
IF A PERSON IS *HARASSED* HE IS	3100191
A. HURRIED.	3100192
*B. TORMENTED.	3100192
C. EMBITTERED.	3100192
A CHILD WHO IS *INVENTIVE* IS	3100192
*A. CREATIVE.	3100193
B. CLUMSY.	3100193
C. NOISY.	3100193
A *BENEFACTOR* IS A PERSON WHO IS	3100193
A. HEALTHY.	194
B. SELFISH.	3100194
*C. HELPFUL.	3100194
A *SATURATED* CLOTH IS	3100194
*A. SOAKING WET.	3100195
B. DIRTY GRAY.	3100195
C. FULL OF HOLES.	3100195
A *MONOTONOUS* TASK IS	3100195
A. SMALL.	3100196
B. INTERESTING.	3100196
*C. WITHOUT CHANGE.	3100196
A *BURNISHED* GOLD RING IS	3100196
*A. POLISHED.	3100197
B. TARNISHED.	3100197
C. CARVED.	3100197
A *CANDID* ANSWER IS	3100197
A. SLY.	3100198
*B. STRAIGHTFORWARD.	3100198
C. INSINCERE.	3100198
A *CRUCIAL* DECISION IS	3100198
A. PLEASANT.	3100199
B. PAINFUL.	3100199
*C. CRITICAL.	3100199
A *TART* REMARK IS	3100199
A. HUMOROUS.	3100200
*B. SHARP.	3100200
C. SWEET.	3100200

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THE STUDENT WILL SHOW UNDERSTANDING OF SHADES OF MEANINGS OF  
 SYNONYMS BY SELECTING THE BEST WORD TO COMPLETE A GIVEN SENTENCE.

0084

288



DIRECTIONS

READ THESE SENTENCES \*CAREFULLY\*. SELECT THE WORD THAT \*MOST ACCURATELY COMPLETES THE MEANING OF THE SENTENCE\*.

72

- THE LAZY BOY, WHO HAD NOTHING TO DO DOWN THE STREET.
- A. WALKED 3100496
  - B. STROLLED 3100496
  - C. STRUTTED 3100496
  - \*D. SAUNTERED 3100496
- THE BOY WHO WAS TAUNTED VIOLENTLY BY THE OTHER BOYS FELT
- A. MAD 3100497
  - B. ANGRY 3100497
  - \*C. PROVOKED 3100497
  - D. IRRITATED 3100497
- THE WOMAN WHO HERSELF WAS POOR WAS ALWAYS READY TO GIVE AID TO ANY ONE IN NEED.
- A. KIND 3100498
  - \*B. UNSELFISH 3100498
  - C. GOOD NATURED 3100498
  - D. SYMPATHETIC 3100498
- ALTHOUGH THE OLD MAN WAS VERY RICH, HE WAS SO THAT HE LIVED IN A POORLY FURNISHED HUT AND ATE ONLY THE CHEAPEST FOOD STUFFS.
- A. CRUEL 3100499
  - B. MEAN 3100499
  - \*C. MISERLY 3100499
  - D. STINGY 3100499

\*\*\*\*\*

THE STUDENT WILL SHOW KNOWLEDGE OF PREFIXES MEANING \*NOT\* BY SELECTING THE PREFIX FOR A GIVEN ROOT WORD THAT WILL FORM AN OPPOSITE OF THAT WORD. %8□ 0076

THE PREFIXES DIS, UN, IN AND IM SOMETIMES MEAN \*NOT\*. NAME THE PREFIX THAT WILL FIT THE FOLLOWING TO FORM AN OPPOSITE FOR EACH. 0063

- A. DIS
- B. UN
- C. IM
- D. IN

- PARTIAL \*C 3100437
- FAITHFUL \*B 3100438
- AGREEABLE \*A 3100439
- DEFINITE \*D 3100440
- COMFORT \*A 3100441
- LUCKY \*B 3100442
- PROBABLE \*C 3100443
- ACCESSIBLE \*D 3100444

\*\*\*\*\*

THE STUDENT WILL SHOW UNDERSTANDING OF ANTONYMS AND SYNONYMS BY  
CATEGORING GIVEN WORDS AS ANTONYMS OR SYNONYMS OF A SPECIFIED  
WORD IN A PHRASE. %23 0016

DIRECTIONS - DETERMINE WHETHER EACH WORD IN THE LIST IS A  
SYNONYM OR AN ANTONYM OF THE STARRED WORD IN THE PHRASE. MARK  
EACH WORD ACCORDINGLY. 0016

PHRASE- A \*GENIAL\* WELCOME

A. SYNONYM

B. ANTONYM

CORDIAL \*A 3100063

GRACIOUS \*A 3100064

CAUSTIC \*B 3100065

FRIENDLY \*A 3100066

DIRECTIONS- DETERMINE WHETHER EACH WORD IN THE LIST IS A  
SYNONYM OR AN ANTONYM OF THE STARRED WORD IN THE PHRASE. MARK  
EACH WORD ACCORDINGLY. 0156

PHRASE - REPLIED \*DELIBERATELY\*

A. SYNONYM

B. ANTONYM

IMPULSIVELY \*B 3100067

INTENTIONALLY \*A 3100068

CAREFULLY \*A 3100069

THOUGHTFULLY \*A 3100070

DIRECTIONS- DETERMINE WHETHER EACH WORD IN THE LIST IS A  
SYNONYM OR AN ANTONYM OF THE STARRED WORD IN THE PHRASE. MARK  
EACH WORD ACCORDINGLY. 0157

PHRASE- \*TACTFUL\* ANSWER

A. SYNONYM

B. ANTONYM

RUDE \*B 3100071

DISCREET \*A 3100072

DIPLOMATIC \*A 3100073

THOUGHTLESS \*B 3100074

DIRECTIONS - DETERMINE WHETHER EACH WORD IN THE LIST IS A  
SYNONYM OR AN ANTONYM OF THE STARRED WORD IN THE PHRASE. MARK  
EACH WORD ACCORDINGLY. 0158

PHRASE - \*AUGMENTED\* THE SUPPLY

A. SYNONYM

B. ANTONYM

LESSENEB \*B

3100076

ENLARGED \*A

3100077

INCREASED \*A

3100078

DIRECTIONS - DETERMINE WHETHER EACH WORD IN THE LIST IS A  
SYNONYM OR AN ANTONYM OF THE STARRED WORD IN THE PHRASE. MARK  
EACH WORD ACCORDINGLY.

0159

PHRASE - \*MENACING\* LOOK

A. SYNONYM

B. ANTONYM

PEACEFUL \*B

3100079

THREATENING \*A

3100080

DANGEROUS \*A

3100081

DIRECTIONS - DETERMINE WHETHER EACH WORD IN THE LIST IS A  
SYNONYM OR AN ANTONYM OF THE STARRED WORD IN THE PHRASE. MARK  
EACH WORD ACCORDINGLY.

0160

PHRASE - TO ONES \*DISMAY\*

A. SYNONYM

B. ANTONYM

CONSTERNATION \*A

3100083

DISCOURAGEMENT \*A

3100084

HORROR \*A

3100085

HAPPINESS \*B

3100086

\*\*\*\*\*

THE STUDENT WILL SHOW KNOWLEDGE OF VOCABULARY WORDS BY SELECTING  
FROM AMONG ALTERNATIVES A SYNONYM OF THE GIVEN WORD. %3

0063

WHICH TERM IS THE \*BEST\* DEFINITION FOR THE STARRED WORD

0053

THEY SPOKE IN A \*HUSHED\* TONE.

A. SIBILANT

3100383

\*B. SUBDUED.

3100383

C. CONTROLLED.

3100383

D. RESPECTFUL.

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3100383

THE SPEAKER MADE A \*ROUSING\* APPEAL.

A. FERVENT

3100384

B. SINCERE

3100384

\*C. STIRRING

3100384

D. EMOTIONAL

3100384

3100384

HE \*SCORED\* HIS COMPOSITION FOR FULL ORCHESTRA.

\*A. WROTE

3100385

B. UNDERLINED

3100385

C. MEMORIZED

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D. PUBLISHED

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# INDEX

Action Verb	111-112	"Charge of the Light Brigade, The"	171
Adjective	44,47-54,59,61	Clause	
Clause	54-55	Adverbial	54
Possessive	47	Adjective	54
Predicate	47,65-67	Noun	54
Proper	47	Relative	81-82
Adverb	44,53,55-59,61	Cliche'	279
Clause	54-55	Climax	156-157,238
Degree	55	"Clock,The"	152-154
Agreement		Commedy	143-144
Subject and verb	109-111	Comma	249-254
Allegory	192	Independent clause	249-250
Alliteration	145-149	Subordinate clause	249-250
Analogies	28-29,225-227	Communication	
"Angry Man, The"	218-219	Cultural	11-12
<u>Animal Farm</u>	189-200	Interpersonal	11-12
Antonyms	277-278,284-285	Intrapersonal	11-12
Appendix	263-264	Mass	11-12
Appositive	59,62-65	Communications	1-15
<u>April Morning</u>	200-202	Complete sentence	91-93
Assonance	145-146	Complex sentence	99-104,108-109
Ballad	217	Compound adjective	104-108
<u>Bambi</u>	161,168	Compound adverb	104-108
Biased and non-biased sources	39-41	Compound sentence	103-109
Bibliography	262-264	Compound subject	104-108
<u>Biography of a Grizzly</u>	158-159	Compound verb	104-108
Book parts	262-265	Conflict	154-156,238
Appendix	263-264	Conjunction	44
Bibliography	262-264	Consonance	145-146
Copyright	262-264	Contractions	248
Glossary	262-265	Copyright	262-264
Index	263-264	Critical Thinking	15-41
Preface	263-264	Analogies	28-29,225-227
Table of Contents	262-264	Biased and non-biased sources	39-41
Title page	262-264	Determining difficulty of proof	15-18
Capitalization	243-248	Drawing inferences	29-33
Card catalog	272-275	Fact-Opinion Statements	19-22,211
Case		Identifying the central issue	33-35
Pronoun	75-81		

(Critical Thinking -- cont.)

Recognizing stated and unstated assumptions	35-39	<u>Gullivers Travels</u>	202-204
Relevant vs. non-relevant information	22-28	Historical Novel	171-172
<u>David Copperfield</u>	163	History of Language	135-143
"Daybreak on Avenue C"	151-154	Homonyms	277-278
Declarative sentence	83-87	<u>Hound of Baskervilles, The</u>	162, 164
Determining difficulty of proof	15-18	Identifying the central issue	33-35
Dialect	142-143	Imagery	154
"Diary of Anne Frank, The" (drama)	179-189	Imperative sentence	83-87
Dictionary	265-266, 275-276	<u>Incredible journey</u>	158-159
Definition	266	Index	263-264
Derivation	266	Indirect object	62-67, 93-99
Guide words	266	Infinitive	134-135
Key words	266	As adjective	133-134
Direct object	61-67, 93-99	As adverb	133-134
Drama	143-144	As noun	133-134
"Diary of Anne Frank, The"	179-189	Phrase	133
Drawing inferences	29-33	Infinitive Phrase	133
Etiquette	41-43	Inflexional suffix	61
Exclamatory sentence	83-87	Interjection	45
Fact-opinion statements	19-22, 211	Interrogative sentence	83-87
Farce	143-144	Irregular verbs	112-121
Figure of speech		Irony	192, 241-242
Metaphor	144-145, 147, 154	"I Scooped Up the Moon"	151-153
Personification	144-145, 154	<u>It's Like This, Cat</u>	160-164
Simile	144-145	<u>Johnny Tremain</u>	204-210
Flashback	156	"Lady or the Tiger, The"	224-228
Foreshadowing	201	Library arrangement	266-275
"From Force to Law"	222-223	Autobiography	266-272
Gerund	131, 134-135	Biography	266-272
Object	132	Card Catalog	272-275
Predicate nominative	132	Fiction	266-272
Subject	132	Non-fiction	266-272
Glossary	262-265	Reference	271-272
Grammar	44-135	Limerick	217
"Grave Grass Quivers, The"	223-224	Linking verb	111-112
Greek Mythology	172-179	Literature	143-243
Guide Words	266	<u>Little Prince, The</u>	157, 160
		Lyric poem	217

"Man Without a Country"	229-232	Object of preposition	73-75
Mechanics	243-262	<u>Old Man and The Sea, The</u>	170
Melodrama	143-144	Onomatopoeia	145-146, 154
Metaphor	144-148, 154, 216	Paragraph development	1-4, 6
Meter	149-150	Paragraph, Main idea	4-7, 15
Mood	153	Paragraph unity	2, 8-9
Morphemes	277	Parliamentary procedure	41-43
"Most Dangerous Game, The"	233-238	Participial phrase	130-131, 133
"Mushrooms"	151-154	Participle	134-135
Mythology		Parts of speech	44-45
Greek	172-179	Nonsense words	59-60
Roman	176-179	Personal pronoun	80, 82
"New Kid, The"	239-240	Personification	144-147, 149, 154, 216
Nonsense Words	59	Phrase	
Noun		Subject	99
As appositive	62-65	Prepositional	46, 73-75, 130, 133
As direct object	61-67	Verb	87-90
As indirect object	62-67	Plot	154, 156-157
As object of preposition	73-75	Poems	
As predicate adjective	65-67	"Angry Man, The"	218-219
As predicate nominative	62-68	"Clock, The"	152-154
As subject	62-65, 73	"Daybreak on Avenue C"	151-154
Clause	54	"I Scooped Up the Moon"	151-153
Proper	68	"Mushroom"	151-154
Recognition	44, 59, 61, 68-73	"Sand of the Desert in an Hourglass"	220-221
Uses	61-68, 73	"Charge of the Light Brigade, The"	171
Novels		"Sea Fever"	171
<u>Animal Farm</u>	189-200	Poem, Types of	
<u>April Morning</u>	200-202	Ballad	217
<u>Bambi</u>	161, 168	Limerick	217
<u>Biography of a Grizzly</u>	158-159	Lyric	217
<u>David Copperfield</u>	163	Sonnet	217
<u>Gulliver's Travels</u>	202-204	Point of View	
<u>Hound of Baskervilles, The</u>	162, 164	First person	157-171
<u>Incredible Journey</u>	158-159	Third person	157-171
<u>It's Like This, Cat</u>	160, 164	Possessive pronoun	75-76
<u>Johnny Tremain</u>	204-210	Possessives	248
<u>Old Man and the Sea</u>	170	Predicate adjective	65-67, 93-99
<u>Rascal</u>	159-160, 163-164	Predicate nominative	93-99
<u>Shane</u>	164	Noun	62-68
<u>She</u>	163	Pronoun	75-76, 81
<u>Tom Sawyer</u>	158, 161, 169, 210-212		
<u>Up a Road Slowly</u>	158		
<u>Wrinkle in Time, A</u>	160-162		
<u>Yearling, The</u>	212-217		
Number	109-111		

Preface	263-264	(Sentence - cont.)	
Prefix	283	interrogative	83-87
Preposition	44	patterns	93-99
Prepositional phrase	130,133	run-on	92-93
Adjective	46	simple	99-104,108-109
Adverb	46	Sentence patterns	93-99
Object	73-75	Setting	201
Pronoun	44	<u>Shane</u>	164
as object	75-81	<u>She</u>	163
as subject	75-81	Short Stories	243
indefinite	82	"From Force to Law"	222-223
relative	82-83	"Grave Grass Quivers, The"	223-224
Proper noun	68	"Lady or the Tiger, The"	224-228
Radio		"Little Prince, The"	157-160
Broadcasting	12-13	"Man Without a Country"	229-232
History	13-14	"Most Dangerous Game, The"	233-238
"Ransom of Red Chief, The"	240-243	"New Kid, The"	239-240
<u>Rascal</u>	159-160,163-164	"Ransom of Red Chief"	240-243
Recognizing stated and unstated		"Sealab II"	222
assumptions	35-39	Simile	144-145,147-148,216
References, Use of	262-276, 271-272	Simple sentence	99-104,108-109
Relative pronoun	83	Sonnet	217
Relevant vs. nonrelevant in-		Spelling	254-262
formation	22-28	British-American differences	140
Rhythm	149-151	Subject	62-65,73,92-108
foot	149-150	Simple	90,99
iamb	149-150	Complete	90-91
meter	149-150	Agreement	109-111
Roman mythology	176-179	Syllabication	277
"Sand of the Desert in an		Symbol	155
Hourglass"	220-221	Synonyms	277-278,282-285
Satire	192	Table of contents	262-264
"Sea Fever"	171	Television history	10
"Sealab II"	222	Tense	126-128
Semicolon	249	"Clock, The"	153-154
Sentence		Theme	143,171,200
complete	91	Thesaurus	275-276
complex	99-109	Title page	262-264
compound	103-109	<u>Tom Sawyer</u>	158,161,169,210-212
declarative	83-87	Topic sentence	6,7,8
exclamatory	83-87	Tragedy	143-144
imperative	83-87	<u>Up a Road Slowly</u>	158
incomplete	91-93		



Verb	44, 59, 61, 92-108, 121-126
Action	111-112
Agreement	109-111
Intransitive	128-129
Irregular	112-121
Linking	111-112
Number	129-130
Person	129-130
Phrase	87-90
Simple	87-90
Tense	126-130
Transitive	128-129
Voice	129-130
Vocabulary words	229-231, 233-234, 242-243, 279-282
Voice of verbs	129-130
Word origin	136-142
Word Study	276-285
Antonym	277-278
Cliche	279
Homonym	277-278
Morpheme	277
Prefix	283
Syllabication	277
Synonym	277-278
<u>Wrinkle in Time, A</u>	160-162
<u>Yearling, The</u>	212-217